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ABSTRACT

This teacher's guide, part of a sequential K-12 series, provides objectives and activities for social studies students in grade 7. Five major sections focus on learning, inquiry, and discussion skills, concepts, and values and moral reasoning. Learning skills stress listening, speaking, viewing, reading, writing, map, and statistical abilities. Students plan debates, role play an immigrant worker and a successful businessman, outline passages in their textbooks, write a three-page research paper, draw a map of their city, and construct population graphs. Inquiry skills involve noting similarities and differences, classifying, drawing inferences, generalizing, hypothesizing, distinguishing between fact and opinion, identifying needed evidence, recognizing biased statements, asking useful questions, distinguishing between primary and secondary sources, and evaluating sources of information. This section contains several reproducible readings and questions which stress these skills. Concepts covered are conflict, interdependence, communication, multiple causation, environment, and political revolution. Students read about a conflict between two brothers during the American Revolution, role play about land use in the West, examine interdependent parts of a flashlight, develop a concept of environment, and examine the basic components of a revolution. Students practice discussion skills in groups and study non-verbal behavior. The section on values and moral reasoning discusses value analysis, values clarification, and moral dilemmas. Strategies for discussing moral dilemmas, decision-making steps and five dilemmas are provided. (KC)

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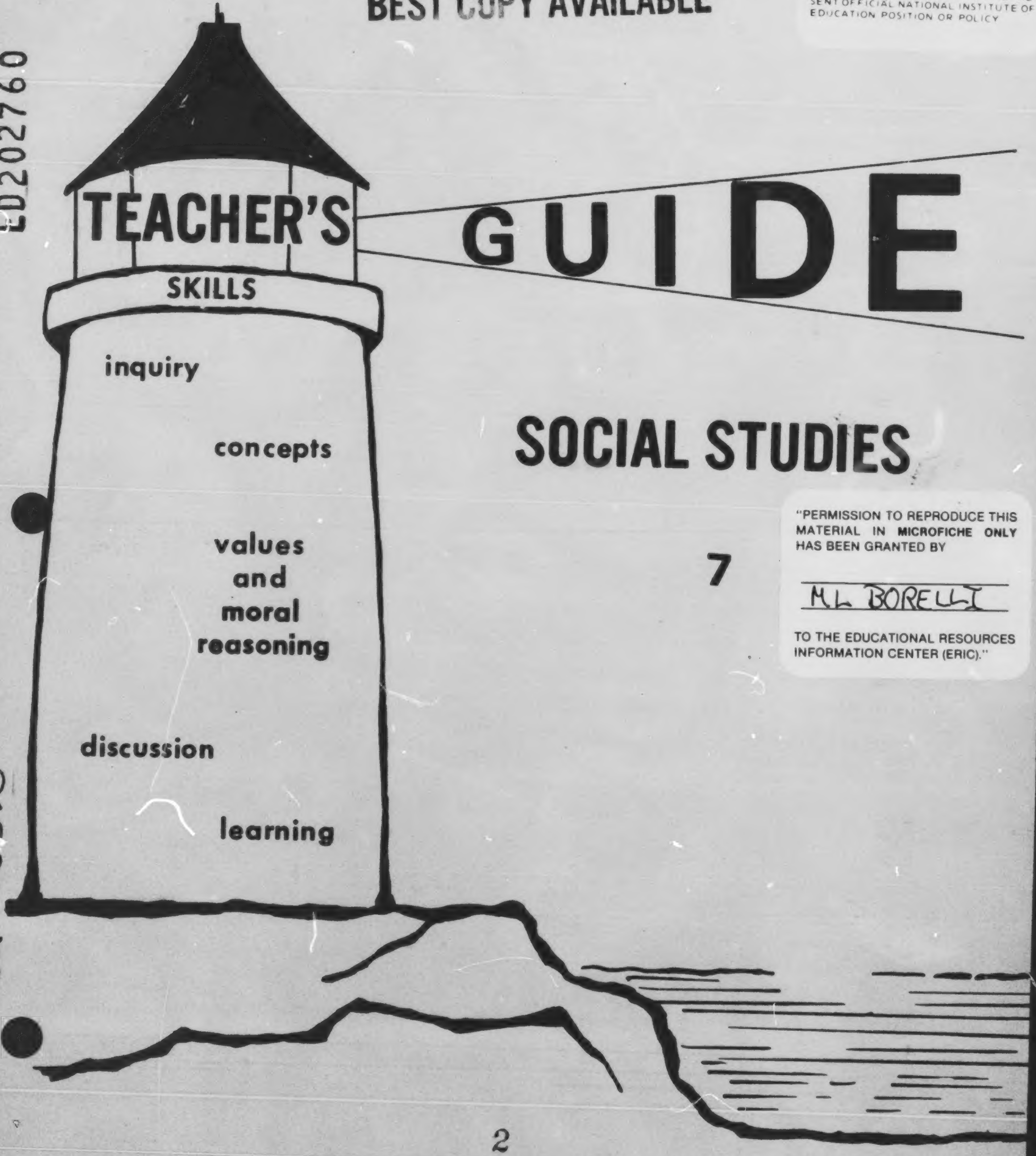
TEACHER'S GUIDE


SKILLS
inquiry
concepts
values
and
moral
reasoning
discussion
learning

SOCIAL STUDIES

7

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Project Director 1977-78 -
1978-79 - Frank Alessi
1979-80 - Thomas Thurlow

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(Grade 7)

HOW TO TEACH SKILLS

For years, content has been the main focus in Social Studies Education. The Social Studies Revitalization Project has come to realize that skill mastery is as important as the acquisition and retention of information. With this in mind, skill development has a high priority in the implementation of our new Social Studies curriculum in this district. In spite of the fact that teachers have been teaching for skill mastery for many years, the Committee feels it is important that a review of skill development guidelines and techniques is worthwhile at this point.

Barry Beyer has developed four general guidelines:

1. The teaching of skills may be done with a variety of media. (films, experiences, as well as texts)

2. Content must serve as a vehicle as well as a goal for learning.

3. The most productive way to teach skills is to integrate them into the natural flow of the course content. For example, within the framework of a study of the American Revolution, the teacher may introduce and develop discussion skills, map skills, listening skills, concepts and values clarification.

4. The teaching of skills must be a conscious and organized effort on the part of both teacher and student.

   The teacher must:

   a. read about, tell about or show the skill
   b. explain the steps involved in using the skill
   c. demonstrate the skill

   The student must:

   a. practice the skill numerous times
   b. reflect on and summarize the skill*

Remember: There is a difference between teaching a skill and (constant) testing for skill acquisition. Teachers frequently assume students have previously acquired a skill, when, in fact, they may never have been systematically taught that skill.

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*Beyer, Barry, Back To Basics, Social Science Education Consortium, 1977, pp. 21-23.

HOW TO USE THIS GUIDE

The Committee for the Revitalization of the Social Studies Program has prepared this Guide to assist the teachers in the Cortland and McGraw School Systems in the implementation of the Social Studies Program as it has been revised. The Guide is prepared with the following basic curriculum as a framework:

Grades K-6	Holt Data Bank Program
Grades 7 & 8	New York State and American History
Grade 9	World Cultures With Emphasis on Far Eastern and African Cultures
Grade 10	World History and Great Civilizations
Grade 11	American Studies
Grade 12	Social Studies Electives

At each of these grade levels, the Committee has prepared the sequential skill and concept developments which it has deemed important for achieving an effective, meaningful and productive social studies program. It is important that each teacher, at each grade level, seriously endeavor to implement those skills at the grade level for which he/she is responsible.

The goals of the project is mastery of Learning Skills, Inquiry Skills, Discussion Skills, Moral Development/Valuing Skills and Concept Development. The order in which they appear in this Guide is purely arbitrary, and each should be developed simultaneously throughout the school year. Each of the Guides is self-contained for that grade level and is color coded for easy reference. Each Guide contains skill descriptions, teaching activities, a flow chart and special helps. The teacher should first become familiar with each of the five skill areas when planning the year's work. Subsequently, the teacher should constantly check classroom progress in each area throughout the year.

Further development and evaluation of this program will be a continuing endeavor of the Project. It is necessary, therefore, that each teacher add supplementary materials as each may be forthcoming, utilize pre- and post- tests as they are issued, and respond to questionnaires and evaluation sheets which may be included.

This Guide contains the most recent results of countless hours of effort and contributions made by numerous teachers and administrators throughout the life of the Revitalization Program. Conscientious implementation will result in a program which infuses sequential skill and concept development into traditional content curriculum.

LEARNING SKILLS

INTRODUCTION

Seven learning skills were selected by the task group in the social studies project. Most of them will be very familiar to you, the teachers of education.

These skills are:

Listening
Speaking
Viewing
Reading
Writing
Map Skills
Table, Charts, Graphs and Statistical Skills

The Learning Skills Task Group realized that many of these skills are already an integral part of your daily teaching, although they may not be emphasized in the context of social studies. We found that these skills are important to all students and are used in all disciplines.

The purpose of the Learning Skills section of this guide is to clearly define the skills and integrate them into the Social Studies Curriculum. Many of the sample activities can be adapted to various subject matters, as well as to the materials we used.

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LEARNING SKILLS

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LISTENING SKILL BUILDING SEQUENCE

		K	1	2	3	4	5	6	7	8	9	10	11	12
A.	Can be aware of emotionally loaded terms and sweeping generalizations.								*	---	---	---	---	/
B.	Can follow sequence of ideas.	*	---	---	---	---	---	---	---	---	---	---	/	
C.	Can recognize relationships from which inferences and conclusions can be drawn.	*	---	---	---	---	---	---	---	---	---	---	/	
D.	Can be able to determine that some pertinent idea has been omitted and whether content and presentation are fair, accurate, and consistent to topic.								*	---	---	---	/	
E.	Can follow directions given orally by teacher.	*	---	---	---	---	---	---	---	---	---	---	/	
F.	Can gather data from a recording when guided or cued.	*	---	---	---	---	---	---	---	---	---	---	/	
G.	Can gather data from teachers' and students' oral presentation.					*	---	---	/					
H.	Can gather data from a recording when not guided or cued.					*	---	---	---	---	---	---	/	
I.	Can discriminate between main ideas and supporting details in an oral presentation and group discussions.					*	---	---	/					

Sign	Meaning
*	Grade at which skill is introduced
---	Grades at which skill is reinforced, maintained, extended
/	Grade at which 90% mastery should be expected

THE SKILL OF LISTENING

DEFINITION:	An internal process in which the individual tries to understand the spoken language or other sounds.

Skill A	Can be aware of emotionally loaded terms and sweeping generalizations.
Skill B	Can follow sequence of ideas.
Skill C	Can recognize relationships from which inferences and conclusions can be drawn.
Skill D	Can be able to determine what has been omitted and whether content and presentation are fair, accurate and consistent to topic.
Skill E	Can follow directions given orally by teacher.
Skill F	Can gather data from a recording when guided or cued.
Skill G	Can gather data from teachers' and students' oral presentations.
Skill H	Can gather data from a recording when not guided or cued.
Skill I	Can discriminate between main ideas and supportive details in an oral presentation and group discussions.

Note: The teacher is responsible for all skills at this level.

ACTIVITIES
Listening

Skill A Can be aware of emotionally loaded terms and sweeping generalizations.

Using the film strip and recording of a political speech in the series entitled "The Man's Year" (New York State Historical Society), have students identify terms used to arouse emotions. Example: Patriotism.

Skill B Can follow sequence of ideas.

Students will be asked to give an oral report, and other students will be asked to listen and produce a summary of main ideas in sequence.

Skill C Can recognize relationships from which inferences and conclusions can be drawn.

Using the sounds of Homespun recording, students will try to identify the typical sounds of the Age of Homespun. Source: New York State Historical Society, Cooperstown.

Skill D Can be able to determine what has been omitted and whether content and presentation are fair, accurate and consistant to topic.

Students observe and listen to a given debate in class and analyze both sides for accuracy of content, and fairness of presentation.

Skill E Can follow directions given orally by teacher.

The students will plan a debate on an issue of their choice based on a subject that is relevant to the subject being studied. At the conclusion the class may evaluate the presentations given orally or written.

Skill F Can gather data from a recording when guided or cued.

This skill can obviously be adapted to any recording on any topic within availability.

Skill G Can gather data from teachers' and students' oral presentations.

Can be adapted from any lesson.

Skill H Can gather data from a recording when not guided or cued.

The student will listen to a historical recording and list the main ideas. Using Tape #1 from The Americans, Chapter 3, part 10, "To Fight or Not to Fight." Have students listen to tape without giving questions beforehand. Students will then answer questions and pick out main ideas.

Skill I Can discriminate between main ideas and supportive details in an oral presentation and group discussions.

Can be adapted to any oral presentations. Questions developed to list main ideas and supportive details.

SPEAKING SKILL BUILDING SEQUENCE

		K	1	2	3	4	5	6	7	8	9	10	11	12
A.	Can give an oral report.	*	---	---	---	---	---	---	---	---	---	---	/	
B.	Can participate orally and effectively in: a. small group discussion b. committees c. forums d. debates e. skits					*	---	---	---	---	---	---	/	
C.	Can effectively participate in role-playing situation.	*	---	---	---	---	---	---	---	---	---	---	/	
D.	Can pronounce selected social studies terms correctly.	*	---	---	---	---	---	---	---	---	---	---	/	
E.	Can develop and conduct oral interviews.	*	---	---	---	---	---	---	---	---	---	---	/	

*	Grade at which skill is introduced
---	Grade at which skill is reinforced, maintained, extended
/	Grade at which 90% mastery should be expected

THE SKILL OF SPEAKING

DEFINITION:	The ability to use audible symbols effectively and understandably.
Skill A	Can give an oral report.
Skill B	Can participate orally and effectively in: a. small group discussions b. committees c. forums d. debates e. skits
Skill C	Can effectively participate in a role-playing situation
Skill D	Can pronounce selected social studies terms correctly.
Skill E	Can develop and conduct oral interviews

Note: The teacher is responsible for all skills at this level.

ACTIVITIES
SPEAKING

Skill A Can give an oral report

A student will research how a certain process was done in the age of Homespun (ex button making) and present a demonstration on that process

Skill B Can participate orally and effectively in:

a. small group discussion
b. committees
c. forums
d. debates
e. skits

For example: Early secondary levels students can write and record a skit illustrating life in the Southern Colonies

Skill C Can effectively participate in a role-playing situation

Two students role-playing a poor immigrant worker and successful businessman for the Gilded Age will discuss their views of the Horatio Alger Myth. Level 7

Skill D Can pronounce selected social studies terms correctly

These general activities can be adapted to any level of learning.

1. WORD SCRAMBLING: Each one in a group of scrambled words is followed by a definition that states the meaning of the word when it is correctly spelled. Read each of the definitions and then unscramble the word.

2. Several sets of words are given, in each set, two words have a definite relationship. Following these two words is a single word followed by a blank. Below the blank are three words. Choose the word that is related to the word preceding the blank in the same way as the first two words are related.

   Example: employer: employee::management: labor, trade, employment.

3. Attaining Concepts

	Teacher	Student
a.	Say this word after me.....	Repeats word
b.	This is an	Looks at object, listens to description
c.	This is also an	given, or reads statements to which are illustrative examples of the concept.

	Teacher	Student
d.	This is not an	looks at new object, or listens to new description or reads statements which are not samples of the concept (but which may be similar in form, etc.)
e.	Show me an ..... or Tell me what you think an ..... is or which of these describes an ..... or is this an	points to object. Defines the concept. Selects from or more descriptions.
f.	Asks: How then would you define an	gives summary. generalizations (definition of concept)

4. Anagram Games, using specialized vocabulary at specific level. Source: Success With Words in Social Studies, English, Science, Math by Harold L. Herber.

5. Use words surrounding an underlined term in each of a group of sentences to figure out the meaning of the term. Example: the interactions of biotic factors influence the development and survival of each other and the species.

6. There are six words in each section. Cross out the two words in each group that you feel are not related to the others. In the blank at the top of each group, write the term from the list given which best describes the relationship of the remaining four.

7. Use each pair of words, in a list given, in a single sentence that shows the relationship between the words.

   a. population : species
   b. cummunity : population

8. For several groups of words, arrange each of the groups into a logical progression. State the reason for the sequence in the blank provided.

Skill E Can develop and conduct oral interviews.

Interview someone who lived through a particular period in History (i.e. The Great Depression) to discuss first hand information through oral questioning.

VIEWING SKILL BUILDING SEQUENCE

		K	1	2	3	4	5	6	7	8	9	10	11	12
A.	Can list information derived from a single still photograph.	*	---	---	---	---	---	/						
B.	Can describe what is portrayed in a single, still photograph.	*	---	---	/									
C.	Can classify photographs by subject	*	---	---	---	---	---	---	---	---	/			
D.	Can discriminate between relevant and irrelevant visual evidence.	*	---	---	---	---	---	---	---	---	/			
E.	Can make generalizations from visual evidence in single pictures, transparencies, cartoons, movies, filmstrips, or collections of pictures.	*	---	---	---	---	---	---	---	---	/			
F.	Can arrange an interpretive display on a bulletin board.						*	---	---	---	---	---	---	/
G.	Can interpret television.	*	---	---	---	---	---	---	---	---	---	---	---	/
H.	Can identify and distinguish between various visual media.						*	---	---	---	/			

√ * Grade at which skill is introduced
--- Grade at which skill is reinforced, maintained, extended
/ Grade at which 90% mastery should be expected.

THE SKILL OF VIEWING

The visual inspection and critical assessment with a particular purpose in mind.

Skill A	Can list information derived from a single, still photograph.
Skill B	Can describe what is portrayed in a single, still photograph.
Skill C	Can classify photographs by subject.
Skill D	Can discriminate between relevant and irrelevant visual evidence.
Skill E	Can make generalizations from visual evidence in single pictures, transparencies, cartoons, movies, filmstrips or collections of pictures.
Skill F	Can arrange an interpretive display on a bulletin board.
Skill G	Can interpret television
Skill H	Can identify and distinguish between various visual media. Introduced at Intermediate Level

Note: The teacher is responsible for the following skills at this level:

Skill C
D
E
F
G
H

VIEWING SKILLS

Skill A Can list information derived from a single, still photograph.

Skill B Can describe what is protrayed in a single, still photograph.

Skills A and B are mastered at the Intermediate Level

Skill C Can classify photographs by subject.

Students will examine pictures taken from cities of the 1800's and classify in four catagories. Source: The Americans (Holt), Chapter 11, Part 10.

Skill D Can discriminate between relevant and irrelevant visual evidence.

Students will view a series of photographs to determine whether the photograph illustrates natural, capital or human resources. Source: The Americans (Holt), Chapter 9, Part 9.

Skill E Can make generalizations from visual evidence in single pictures, transparencies, cartoons, movies, filmstrips or collections of pictures.

Can be adapted with questions to any visual lesson.

Skill F Can arrange an interpretive display on a bulletin board.

Activities involved here can be adapted to all levels stressing the skill or organizing, creativity, using the best media to express the idea, simplicity, clarity.

Skill G Can interpret television.

Activities involved here can be adapted to all levels, according to circumstances and at the discretion of the teacher.

Skill H Can identify and distinguish between various visual media.

Students will be shown examples of various visual media and asked to identify.

READING SKILL BUILDING SEQUENCE

		K	1	2	3	4	5	6	7	8	9	10	11	12
A.	Can sound out and pronounce words.	*	---	---	---	---	---	---	---	/				
B.	Can understand the meaning behind the printed word from context, from written definitions, and by matching words with pictures.	*	---	---	---	---	---	---	---	---	---	---	/	
C.	Can discriminate between the main idea and subordinate details in paragraphs, or in longer prose passages.	*	---	---	---	---	---	---	---	---	---	---	/	
D.	Can select relevant factual data from a prose passage, maps, charts, graphs, tables, units, summaries, appendixes, title page.					*	---	---	---	---	---	---	/	
E.	Can follow and UNDERSTAND written directions.	*	---	---	---	---	---	---	---	---	---	---	/	

*	Grade at which skill is introduced
---	Grade at which skill is reinforced, maintained, extended
/	Grade at which 90% mastery should be expected

THE SKILL OF READING

DEFINITION:	A complex process of grasping the meaning from print, imagining, translating, inferring the intent, organizing ideas and evaluating meaning.
Skill A	Can sound out and pronounce words.
Skill B	Can understand the meaning behind the printed word from context, from written definitions, and by matching words with pictures.
Skill C	Can discriminate between the main idea and subordinate details in paragraphs or in longer prose passages.
Skill D	Can select relevant factual data from a prose passage, maps, charts, graphs, tables, units, summaries, appendixes, title page.
Skill E	Can follow and understand written directions.

The teacher is responsible for all the above skills.

READING SKILLS

Skill A	Can sound out and pronounce words Activities may need to be specialized.
Skill B	Can understand the meaning behind the printed word from context, from written definitions, and by matching words with pictures. Any reading exercise, considering the ability of the students, can be used to test comprehension.
Skill C	Can discriminate between the main idea and subordinate details in paragraphs or in longer prose passages. Using a social studies reading, have students outline, giving main idea and subordinate details.
Skill D	Can select relevant factual data from a prose passage, maps, charts, graphs, tables, units, summaries, appendixes, title page. Activities: see map skills, tables, charts, and graphs.
Skill E	Can follow and understand written directions.

WRITING SKILL BUILDING SEQUENCE

K 1 2 3 4 5 6 7 8 9 10 11 12

A. Can write short answers to questions found in the text and on worksheets. * ------------------------- /

B. Can construct one-sentence answers to several types of questions. * ---------------- /

C. Can write a short paragraph consisting of a topic sentence and several short sentences containing evidence. *------------------------------------ /

D. Can write a short essay consisting of two or more paragraphs. * ---------------------------- /

E. Can construct and utilize questions which are designed to secure specific pieces of data. * -------------- /

F. Can research and write term papers. * --------------------------- /

* Grade at which skill is introduced
--- Grade at which skill is reinforced, maintained, extended
/ Grade at which 90% mastery should be expected

THE SKILLS OF WRITING

DEFINITION: Communication by using written language symbols

Skill A	Can write short answers to questions found in the text and on worksheets.
Skill B	Can construct one-sentence answers to several types of questions.
Skill C	Can write a short paragraph consisting of a topic sentence and several short sentences containing evidence.
Skill D	Can write a short essay consisting of two or more paragraphs
Skill E	Can construct and utilize questions which are designed to secure specific pieces of data.
Skill F	Can research and write term papers.

Note: The teacher is responsible for the following skills at this level:

Skill A
C
D
E
F

WRITING SKILLS

Skill A Can write short answers to questions found in the text and on worksheets.

1. From a selection read, student will write a question to be be submitted for group answering.

2. Read a portion of the test, answer chapter questions.

Skill B Can construct one-sentence answers to several types of questions.

Mastered at intermediate level.

Skill C Can write a short paragraph consisting of a topic sentence and several short sentences containing evidence.

This is basic to the answering of essay questions. In grade 7 structure should be emphasized.

Skill D Can write a short essay consisting of two or more paragraphs.

See Skill C. Also see L-19

Skill E Can construct and utilize questions which are designed to secure specific pieces of data.

1. Have students develop questions from a particular assignment and also write down the answers they would expect for each question.

2. Prepare pertinent questions for a personal interview.

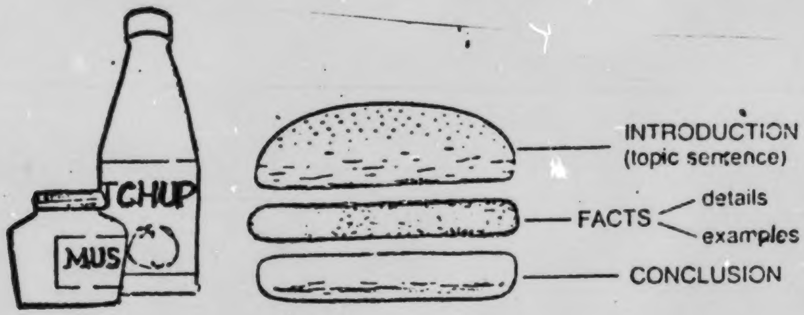
3. Construct a list of questions which you need to answer in writing a report.

Skill F Can research and write term papers.

A research paper of 2 to 3 pages will be required on a given topic. The students will be asked to make a simple bibliography listing sources used. Teachers should note material taken word for word from a source and bring to the attention of the students. Footnoting should not be required.

Help in Organizing Essays

The organizing and writing of essays is an important skill to develop in Junior High. The following will be of value:

> "Teachers can help students learn how to organize their ideas in writing. Probably the most useful device for helping younger students to organize simple paragraphs is what someone once called a "hamburger paragraph." You will recall that a hamburger has a top half bun and a bottom half bun enclosing a juicy piece of meat which has been laced with condiments like salt, ketchup, mustard, onions, and the like to make it more tasty. A well-organized paragraph resembles a hamburger (see illustration).
>
> 
>
>
> It, too, has a top half bun: a topic sentence which states the paragraph's organizing idea. It also has a bottom half bun: a sentence which wraps up the paragraph by pulling together and describing the significance of the idea that the paragraph attempts to communicate. The "meat" of the paragraph consists of the information presented to explain, clarify, exemplify, or support this main idea. The details and examples used to explain the facts correspond to the ketchup and other condiments which make the meat of a hamburger more palatable. By explaining this analogy to the students, using it as a guide in evaluating paragraphs, and using it when making assignments ("Write a hamburger paragraph in answer to this question."), teachers can guide students to better organize their written work.
>
> Of course, an essay can be viewed as nothing more than an extended paragraph, just as a hamburger enlarged becomes a "Big Mac" or some similar concoction. Here each segment or paragraph is separated from the next by a transitional sentence. The whole idea can be extended into a maxiburger of heroic proportions.
>
> Obviously, this procedure is not a very sophisticated way of organizing ideas. But it serves as a beginning. Once students have mastered it, they can learn other ways to organize ideas in written form. The value of this technique lies in its concreteness, simplicity, and immediate utility as a guide to students who need help in organizing ideas on paper.
>
> Source: Beyer, Barry; Back to Basics, Social Science Education Consortium, 1977, pages 31-32.

MAP SKILL SEQUENCING

	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Can accurately determine the distance from one point to another.		*	--------------------------------								/		
B. Can locate varieties of natural phenomena patterns of land use, density of population, relative size of communities, etc.		*	--------------------------------								/		
C. Can state the relative advantages and disadvantages of various types of map projections.				*	------------------------						/		
D. Can construct and label a map.		*	--------------------------------								/		
E. Can understand and interpret map symbols.		*	--------------------------------								/		

* Grade at which skill is introduced
--- Grade at which skill is reinforced, maintained, extended
/ Grade at which 90% mastery should be expected

MAP SKILLS

Skill A	Can accurately determine the distance from one point to another.
Skill B	Can locate varieties of natural phenomena patterns of land use, density of population, relative size of communities, etc.
Skill C	Can state the relative advantages and disadvantages of various types of map projections.
Skill D	Can construct and label a map.
Skill E	Can understand and interpret map symbols.

Note: The teacher is responsible for all skills at this level.

MAP SKILLS

Skill A Can accurately determine the distance and direction from one point to another; equating time and distance.

1. Given a road map using different scales, determine distance between two points, and also locate places by using the map grid.

2. Using maps of a given area with different scales, the students will be able to compute distances. Source: Scholastic Social Study Skills, U. S. Maps A, Lesson 7, 8, 1978.

Skill B Can locate and interpret varieties of natural phenomena, patterns of land use, density of population, relative size of communities, and so forth.

1. Using a world map locate and identify all the capital cities and other major cities with a population of 50,000 or more.

2. The students will be able to locate places by using latitude and longitude. Source: Scholastic Social Study Skills, U. S. Maps A, Lesson 2, 3.

3. Use all parts of a world atlas

   Given an atlas, assign a location and supply the following information:

   (a) Map page where location is found
   (b) Population of location
   (c) Distance of location from active major locations
   (d) Products
   (e) Climate
   (f) Elevation

Skill C Can state the relative advantages and disadvantages of various types of map projections.

Using an atlas, give a list of questions that must be answered by using more than one map.

Skill D Can construct and label a map.

Students will draw a simple map of their city or village, labeling streets, identifying major buildings - school, library, etc., and business, residential and industrial areas.

Skill E Can understand and interpret map symbols.

Understand and interpret map symbols and what they represent. Source: Scholastic Social Study Skills, U. S. Maps A, Lesson 11.

TABLES, CHARTS, GRAPHS AND STATISTICAL SKILLS

		K	1	2	3	4	5	6	7	8	9	10	11	12
A.	Can gather information from tables, charts, and graphs with and without specific cues.	*	---	---	---	---	---	---	---	---	---	---	/	
B.	Can convert from one form of written tabular or graphic representation to another with or without directions.	*	---	---	---	---	---	---	---	---	---	---	/	
C.	Can recognize inaccuracies or distortions in graphic presentations.	*	---	---	---	---	---	---	---	---	---	---	/	
D.	Can recognize, organize, and construct time lines.					*	---	---	---	---	---	---	/	
E.	Can use an index to gather or present statistical evidence.										*	---	/	

* Grade at which skill is introduced
--- Grade at which skill is reinforced, maintained, extended
/ Grade at which 90% mastery should be expected

TABLES, CHARTS, GRAPHS AND STATISTICAL SKILLS

DEFINITION: The interpretation and representation for tables, charts, and graphs.

Skill A	Can gather information from tables, charts, and graphs with and without specific cues.
Skill B	Can convert from one form of written tabular or graphic representation to another with or without directions.
Skill C	Can recognize inaccuracies or distortions in graphic presentations.
Skill D	Can recognize, organize and construct time lines.
Skill E	Can use an index to gather or present statistical evidence.

Note: The teacher is responsible for the following skills at this level:

Skill A
B
C
D

TABLES, CHARTS, GRAPHS, AND STATISTICAL SKILLS

Skill A Can gather information from tables, charts and graphs with and without specific cues.

Many sources are included in textbooks and workbooks. Example: Scholastic Social Study Skills Graphs A, Lessons 9-10-11.

Skill B Can convert from one form of written tabular or graphic representation to another with or without directions.

Given a circle graph or pie chart of population, change the data into a bar graph.

Skill C Can recognize inaccuracies or distortions in graphic presentations.

The student will be able to judge whether information is relevant or adequate for a given purpose. Sample exercises: Scholastic Social Study Skills Graphs A, Lessons 3-4-5-7-8-10.

Skill D Can recognize, organize and construct time lines.

1. Take each ear in a development of transportation beginning with the covered wagon to present.
   a. Put a check (✓) next to the event that took place first.
      _____American Revolution _____the Age of Big Business
   b. Put a check (✓) next to the event that took place first.
      _____the first railroad _____the Civil War ends
   c. Put a check (✓) next to the event that took place first.
      _____American Revolution _____Samuel Slater builds first factory.

See Example, Next page.

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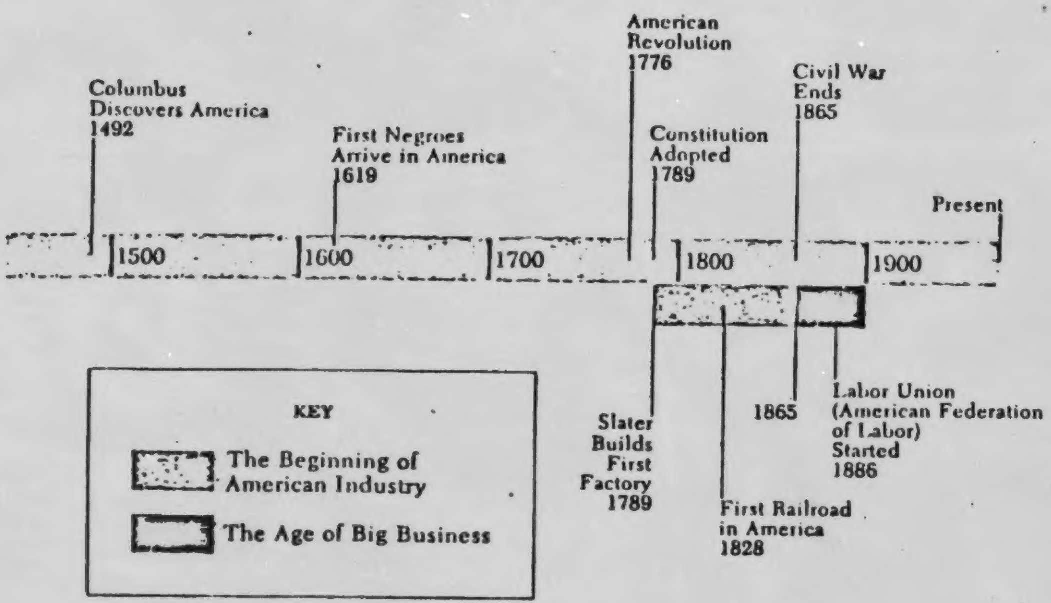
Time-Line Test

EXAMPLE

Look at the time line and answer the questions that follow.


American Revolution 1776
Columbus Discovers America 1492
First Negroes Arrive in America 1619
Civil War Ends 1865
Constitution Adopted 1789
Present
1500
1600
1700
1800
1900
KEY
The Beginning of American Industry
The Age of Big Business
Slater Builds First Factory 1789
1865
Labor Union (American Federation of Labor) Started 1886
First Railroad in America 1828

Skill E Can use an index to gather or present statistical evidence.

1. Draw inferences and make generalizations through evidence - using World Almanac and Atlases to compare information.

(Activity for this skill - See: "Inquiry Skills Workbook", by Ellis (Prentice-Hall)

INQUIRY SKILLS

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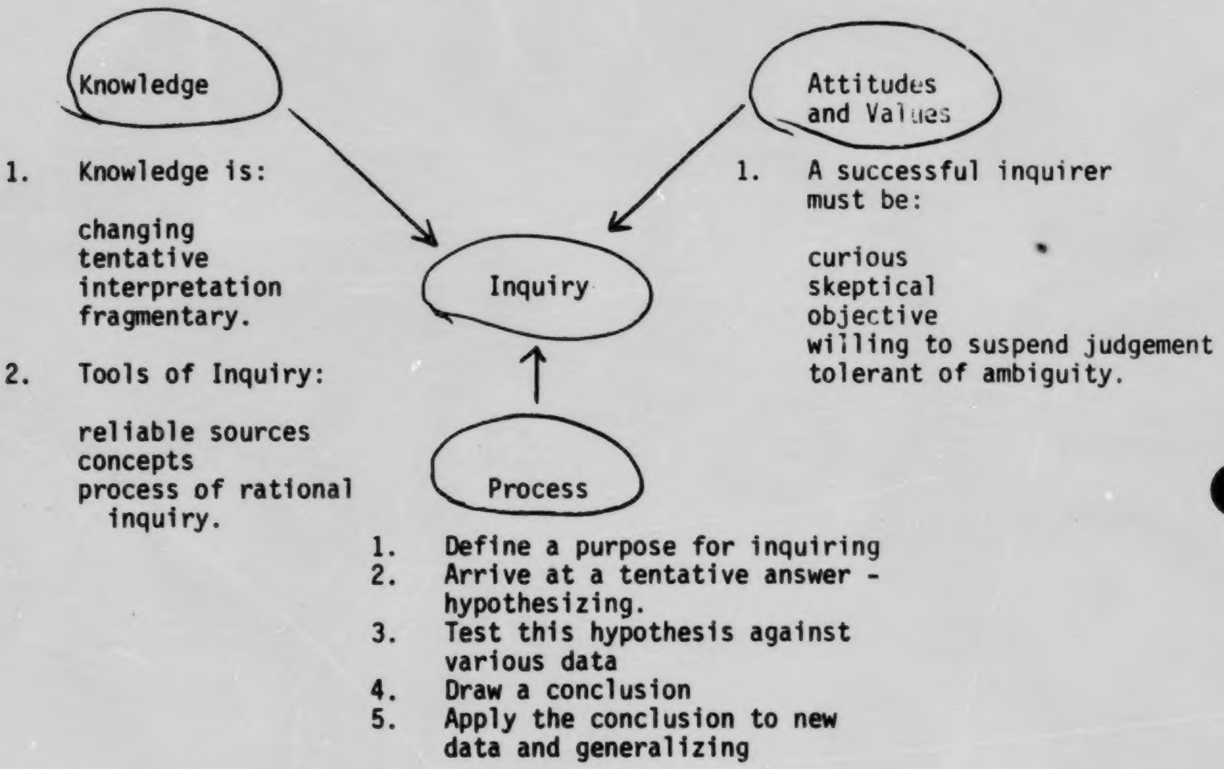
INTRODUCTION

During the past decade, increased attention has been given to the teaching of social studies skills from kindergarten to the twelfth grade. The usual emphasis placed on acquiring content as an end in itself can no longer be justified. To survive in our rapdily changing world, our children do not need to memorize a myriad of useless facts, soon to be forgotten or superseded by new knowledge. Rather, they must leave the classroom equipped with the skills needed to uncover, process, and interpret data. In other words, with the realization that knowledge is doubling almost every decade, our children must possess the skills which will not only enable them to choose relevant data from constantly changing knowledge, but will also enable them to revise and re-evaluate what they have learned.

With this in mind, social studies educators must give priority to teaching skills that will be of most value to their students in the future. Probably the most important of these are problem-solving and critical thinking skills. Once acquired, these skills will enable children to learn independent of the classroom, thus becoming more responsible for their own education. Students equipped with these skills might be better able to cope with their personal problems, as well as survive the complexities of modern day society. Perhaps the most effective way in which these particular skills can be taught is through the use of inquiry.

What is "inquiry"? Some people have labeled it an approach, some have referred to it as a teaching method, while still others have termed it a strategy. Adding to the vagueness even more, some people believe that inquiry is synonymous with asking questions, analyzing information, critical thinking, or problem-solving. Yet amidst all this confusion, one common feature of inquiry emerges - that is, inquiry refers to a specific way that people can be guided in learning. According to Beyer, inquiry is a process that requires the learner "to perform certain intellectual operations in order to make experience understandable."* It requires working with data in a special way, certain kinds of knowledge, and the possession of a unique set of attitudes and values that will support this particular way of learning.

Refer to the diagram below...*



1. Knowledge is:

   changing
   tentative
   interpretation
   fragmentary.

2. Tools of Inquiry:

   reliable sources
   concepts
   process of rational inquiry.

1. A successful inquirer must be:

   curious
   skeptical
   objective
   willing to suspend judgement
   tolerant of ambiguity.

1. Define a purpose for inquiring
2. Arrive at a tentative answer - hypothesizing.
3. Test this hypothesis against various data
4. Draw a conclusion
5. Apply the conclusion to new data and generalizing

As depicted in this diagram, the three dimensions of inquiry are in practice inseparable. However, the "process" of inquiring is the key to inquiry. It is this process that makes inquiry learning so different from other ways of learning. It is a complex way of learning, but a very effective one. When viewed in its entirety, it looks like this...

*From Barry K. Beyer's Inquiry in the Social Studies Classroom: A Strategy for Teaching, Charles E. Merrill Publishing Co., Columbus, Ohio 1971.

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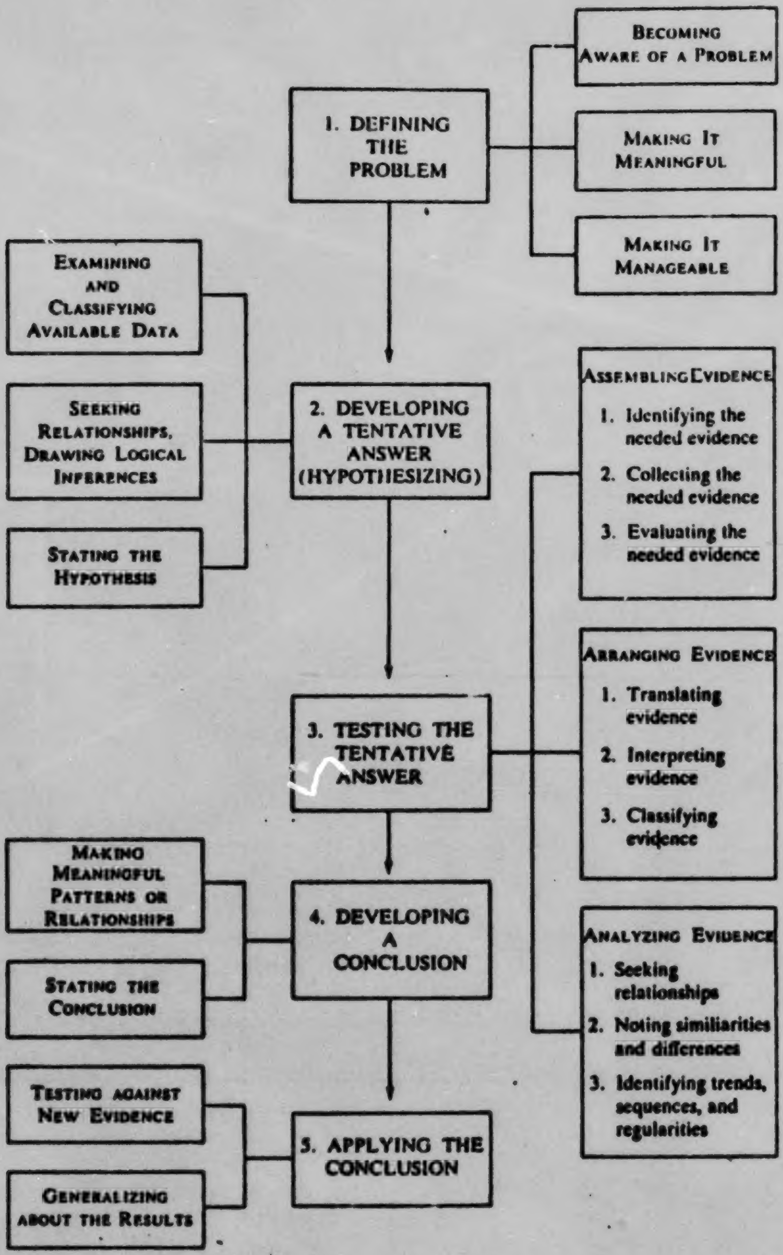
The Process of Inquiring*


Becoming Aware of a Problem
1. DEFINING THE PROBLEM
Making It Meaningful
Making It Manageable
Examining and Classifying Available Data
Seeking Relationships, Drawing Logical Inferences
Stating the Hypothesis
2. DEVELOPING A TENTATIVE ANSWER (HYPOTHESIZING)
Assembling Evidence
1. Identifying the needed evidence
2. Collecting the needed evidence
3. Evaluating the needed evidence
Arranging Evidence
1. Translating evidence
2. Interpreting evidence
3. Classifying evidence
3. TESTING THE TENTATIVE ANSWER
Analyzing Evidence
1. Seeking relationships
2. Noting similiarities and differences
3. Identifying trends, sequences, and regularities
Making Meaningful Patterns or Relationships
Stating the Conclusion
4. DEVELOPING A CONCLUSION
Testing against New Evidence
Generalizing about the Results
5. APPLYING THE CONCLUSION

---

*Refer to note on I-2; (page 50).

"In essence this process involves three distinct types of intellectual operations - making inferences from data, testing these against more data, and synthesizing bits and pieces of information into meaningful wholes. These operations are performed over and over again in almost every stage of inquiring. In the hypothesizing stage, an inference drawn from a brief survey of the data may be quickly tested and synthesized into a hypothesis. In the testing stage, this hypothesis is examined in the light of new evidence as each aspect is checked and inferences are made about it, tested, and finally refined, retained, or discarded. ...this process may be repeated numerous times before any acceptable conclusion is reached. Finally, these same three operations are engaged in when one treats the conclusion as a hypothesis to test it against additional data before finally accepting it.... These operations form the heart of the inquiry process - but they are not synonymous with it. The process uses these for different reasons and thus encompasses much more." (Refer to note on I-2; pg. 51).

"The process of inquiring, furthermore, utilizes analytical thinking (deliberate, step-by-step, logical thinking) and intuitive thinking (guessing, hunching, jumping to conclusions). Inductive reasoning, moving from bits and pieces of data to all-encompassing statements, and deductive reasoning, moving from all the relevant data to a concluding statement, are also used repeatedly and often interchangeably. Inquiring involves many acts, some conscious and deliberate, others haphazard and almost automatic. It is not always a neat progression of steps from one simple operation to another a bit more complex. The inquirer may frequently go through this process a number of times before the initial problem is resolved. Yet, inquiry starts with a problem or question of some sort and moves at varying rates of speed to some type of a resolution or conclusion. It is one way of making meaning from experience." (Refer to note on I-2; pg. 51).

The skills necessary for successful inquiry are numerous. However, for our purposes only eleven have been selected to be implemented in our comprehensive and sequential social studies program, kindergarten through the twelfth grade. They are as follows:

1. Noting Similarities and Differences
2. Classifying
3. Drawing Inferences
4. Generalizing
5. Hypothesizing
6. Distinguishing Between Facts and Opinions
7. Identifying Needed Evidence
8. Recognizing Biased Statements
9. Asking Useful Questions
10. Distinguishing Between Primary and Secondary Sources
11. Evaluating Sources of Information.

On the following page is a flow chart which identifies the particular grade in which a skill is to be introduced, the grades in which the skill is reinforced, and finally the grade in which mastery should be expected.

FLOW CHART

	K	1	2	3	4	5	6	7	8	9	10	11	12
Noting Similarities and Differences	*	---	---	---	---	---	---	---	---	---	---	/	
Classifying	*	---	---	---	---	---	---	---	---	---	---	/	
Drawing Inferences	*	---	---	---	---	---	---	---	---	---	---	/	
Generalizing	*	---	---	---	---	---	---	---	---	---	---	/	
Hypothesizing		*	---	---	---	---	---	---	---	---	---	/	
Distinguishing Between Facts and Opinions					*	---	---	---	---	---	---	/	
Identifying Needed Evidence								*	---	---	---	/	
Recognizing Biased Statements								*	---	---	---	/	
Asking Useful Questions								*	---	---	---	/	
Distinguishing Between Primary and Secondary Sources								*	---	---	---	/	
Evaluating Sources of Information								*	---	---	---	/	

*	Grade at which skill is introduced
---	Grades through which skill is developed and reinforced systematically
/	Grade at which mastery should be expected

NOTING SIMILARITIES AND DIFFERENCES

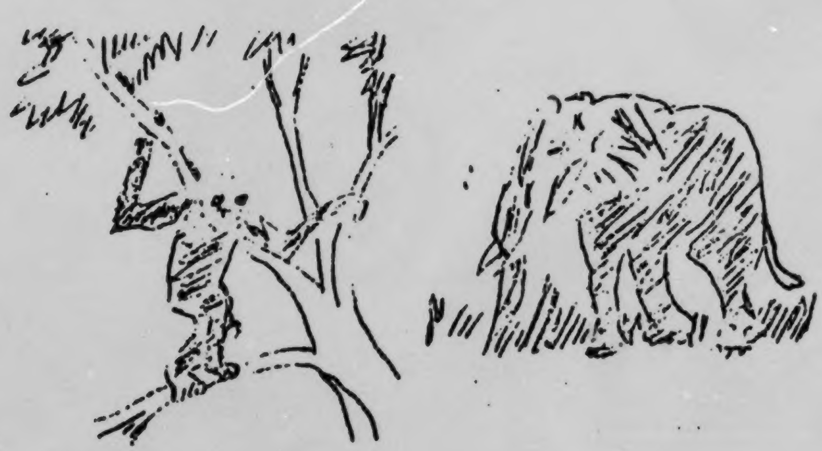
(Comparing)

Skill Description:

Students at all levels should be provided with sufficient opportunities to note likelinesses and differences. Initially, it is common practice to focus on differences. It would appear that what makes the difference is what really counts. Few of us observe the numerous similarities of objects which exist. When we ask them to contrast, we are asking for differences only. The kind of comparisons we attempt to elicit will depend on a variety of factors, namely, the age, grade level, and maturity of the student, as well as the nature of the task at hand. In the earlier grades, comparison may involve concrete objects; in the later grades, abstractions.

Examples:

1. Compare the two animals pictured below



Monkeys and Elephants

Similarities:

(1) Both are animals
(2) Both are mammals
(3) Both have hair on body
(4) Both have eyes, nose, mouth, and tails
(5) Both can be found in Africa and Asia

Differences:

Monkey	Elephant
(1) Can use front paws for manipulation	(1) Cannot use front feet for manipulation

Differences (con't)

Monkey	Elephant
(2) Can use fingers	(2) Cannot use toes
(3) Swings by tail	(3) Cannot swing by tail
(4) Moves quickly and freely	(4) Moves in a cumbersome way
(5) Is smaller than an elephant	(5) Is larger than a monkey
(6) Cannot lift large logs	(6) Can lift large logs
(7) Has no trunk	(7) Has a long trunk

If you were comparing a monkey with an elephant, perhaps you would have thought of other items to list instead of, or in addition to, those in this example. YOU are the one to decide what you will include in your comparison.

2. Compare the political climate, for the introduction of new economic solutions to the Great Depression, at the beginning of Hoover's presidency with the political climate four years later when F.D.R. assumed the presidency.

ADDITIONAL INFORMATION FOR TEACHERS

Making comparisons is a way of determing similarities and differences. You can look for similarities and differences in physical objects. Look at the figures below:

Figure A

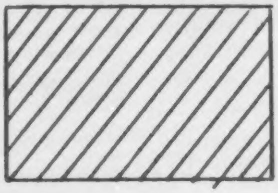
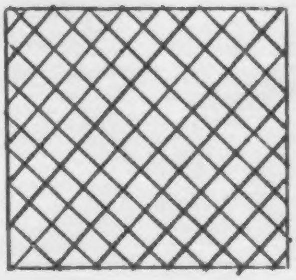


Figure B



How are these figures similar - how are they different - how do you know? Both figures are generally the same shape, rectangular. However, figure B looks larger than figure A. If you wanted to compare their sizes, it might help to use a tool, in this case a ruler. If you wanted to compare the weight of figure A with the weight of figure B, you might use a different tool, possibly a scale. Whether it be size or weight or anything else, to make a sound comparison, the first thing you need to do is determine what you want to compare.

Just as rulers and scales are tools for making comparisons of physical objects, concepts are tools for making comparisons in political life. Because they help in identifying categories of objects, types of behaviors, and sequences of events, concepts help people to clearly identify what they want to compare.

If you want to compare weights, you could use a scale. If you want to compare what people value in two different political systems, you could use the concept political resource.

If you want to compare the sizes of a variety of objects, you could use a ruler. If you want to compare the way resources are distributed in political systems, you could use the concept political activity.

Look at the political systems mentioned below and the list of tools you could use to compare them. Which tool would you use to make a comparison about political life in a high school, a city government, and a labor union? Place a check beside the most useful tool.

1. a tape recorder
2. a set of pencils
3. a camera
4. the concept leadership
5. a pair of binoculars

Using a tape recorder, you could collect random sounds from each political system. Using a camera you could collect random pictures. Using a pencil you could make frequent notes. Using binoculars you could get random glimpses of life in the systems. But what would you record or take pictures of or make notes about or look at? The concept leadership clearly defines for you what you would look for in each system. How people lead becomes the focus of the comparison. Using the concept helps you meet the first requirement of making a sound comparison.

1. Determine what you want to compare.

Looking for comparable things represents the second requirement of making a good comparison. It would not make much sense to compare the distribution of political activities in another system. It would tell you only how resources are distributed in one system and how activities are distributed in another. You would be unable to say anything more than that. However, if you wanted to compare the distribution of political resources in the United States with the distribution of political resources in OPEC, you would learn a great deal about these political systems. You would probably find that in OPEC resources are distributed more equally than they are in the United States.

Look at the following statements. According to the two criteria you have seen so far, place a check beneath the statements which are good comparisons.

1. There is more communication in OPEC than in Chicago.

   ☐ good comparison ☐ not a good comparison

2. The school system of Darbyville is experiencing conflict and the political system on Contown is experiencing change.

   ☐ good comparison ☐ not a good comparison

3. Trees are taller than a lot of other things.

   ☐ good comparison ☐ not a good comparison

4. There are more words in the dictionary than there are students in this class.

☐ good comparison ☐ not a good comparison

5. Political resources are more equally distributed in a participant system than in an elite system.

☐ good comparison ☐ not a good comparison

In addition to identifying similarities and differences, making comparisons also involves determining the significance of the similarities and differences. Some comparisons take on more significance than others. For example, at Elton High School in the late 1960's, political resources were equally distributed amony three groups: the administration, the faculty, and the students. In 1970, Elton acquired a new principal and she began to tightly control the distribution of political resources in the school. The significance of this difference is that the principal changed the resource distribution in the system. The system became much less coalitional and more elite.

Look at the comparison below. Beside it, write a few sentences describing its significance.

1. At Rather High School, the administration controls far fewer political resources and activities than the administration at Megin High School.

Significance: ____

____

____

As you return to your text and practice making comparisons, remember to do these things:

1. Determine what you want to compare (use concepts as guides).
2. Make sure the objects or events you compare are comparable.
3. Determine the significance of the comparisons you make.

Activity 1

INSTRUCTIONAL OBJECTIVES

As a result of working with this exercise, students will be able:

1. to apply the three criteria for making good comparisons by asking good questions of comparison and making good statements of comparison. Students can demonstrate achievement of this objective by their responses to the items in this exercise.

INSTRUCTIONAL PROCEDURES

As you work with this exercise, it will be helpful to refer to the following criteria for making sound comparisons.

1. Determine what you want to compare (use concepts as guides).
2. Make sure the objects or events you compare are comparable.
3. Determine the significance of the comparisons you make.

Be certain to give each student a copy of this exercise. You will find a copy of it following these remarks.

1. Ask students to read through the exercise once, not responding to the items which call for writing.
2. After students have finished their reading, ask them to go back through the exercise responding to the items about Ash High School. Allow about 10 minutes for this activity.
3. You should then hold a class discussion about the questions and statements students wrote. Call on several students and ask them to read the questions or statements they wrote. Then, discuss them with the students in terms of the three criteria for making a good comparison. A few examples of comparisons follow:

    a. More people participated in political life at Ash in 1965 than in 1975.
    b. Were organizational skills more equally distributed in 1965 than in 1975?
    c. Communication was more open at Ash in 1965 than it is is 1975.

    The significance of these comparisons is that they show Ash has experienced political development. It has moved from a primarily participant system to a primarily elite system.

4. After you have discussed comparisons which students wrote, have them apply what they have learned about stating comparisons. Ask them to read the descriptions of Smithville and Jonesport and to write two statements of comparison about the systems.

5. Debrief these statements just as you did those about Ash High School.

Activity 1: Student Copy

Making comparisons helps to distinguish similarities and differences in political life. People make comparisons by asking questions and by making statements. This short exercise presents two descriptions, one of Ash High School in 1965 and one of Ash High School in 1975. Read them carefully, looking for the similarities and differences in the two political systems. After you finish, write two questions and two statements which would be helpful for comparing political life in the two systems. As you read the scenarios and write the questions, think about the three criteria for making good comparisons.

1. Determine what you want to compare.
2. Make sure the objects or events you compare are comparable.
3. Determine the significance of the comparisons you make.

Description of Ash High School In 1965	Description of Ash High School In 1975
1. has many flowers decorating the halls	1. has few flowers decorating the halls
2. students have as much status as teachers	2. teachers have more status than students
3. an all-school council makes most decisions for the school	3. the principal and a few assistants make most decisions for the school
4. teachers, administrators, and students talk regularly and openly	4. teachers rarely talk to students and aministrators rarely talk to teachers
5. the all-school council controls most of the money in the school	5. the principal and a few assistants control most of the money in the school.
6. many people in the school have the ability to organize group activities	6. few people besides the principal and a few assistants are much good at organizing anything
7. students have authority to make decisions about when to go to the washroom. They are allowed to decide little else	7. the principal and a few administrators have the authority to make decisions about anything in the school
8. the school smells pleasant because of the flowers in the halls	8. the school does not smell very nice at all

In the spaces below, write two statements of comparison and two questions of comparison. Describe the significance of each.

STATEMENT 1

SIGNIFICANCE

STATEMENT 2

SIGNIFICANCE

QUESTION 1

SIGNIFICANCE

QUESTION 2

SIGNIFICANCE

Do your comparisons meet the three rules of making good comparisons? In writing each statement or question did you:

1. Determine what you wanted to compare?
2. Make sure the objects or events you compared were comparable?
3. Determine the significance of the comparisons you made?

After you have discussed the two statements and two questions of comparison you made about Ash High School, look at the two columns below. The column on the left contains characteristics of the political system of Smithville. The column on the right contains characteristics of the political system of Jonesport. Study them carefully looking for similarities in the two political systems. Then, in the space provided write two statements which would be helpful in comparing the two systems.

Description of Smithville	Description of Jonesport
The mayor makes all the decisions in town.	There is no mayor. The town council makes decisions only after unanimous agreement of its members.
Few people participate in political life.	Many people participate in political life.
The mayor controls most political resources.	Political resources are shared equally by members of the town council and by the citizens of Jonesport.

In the space below, write two statements of comparison. Describe the significance of each one.

STATEMENT 1

SIGNIFICANCE

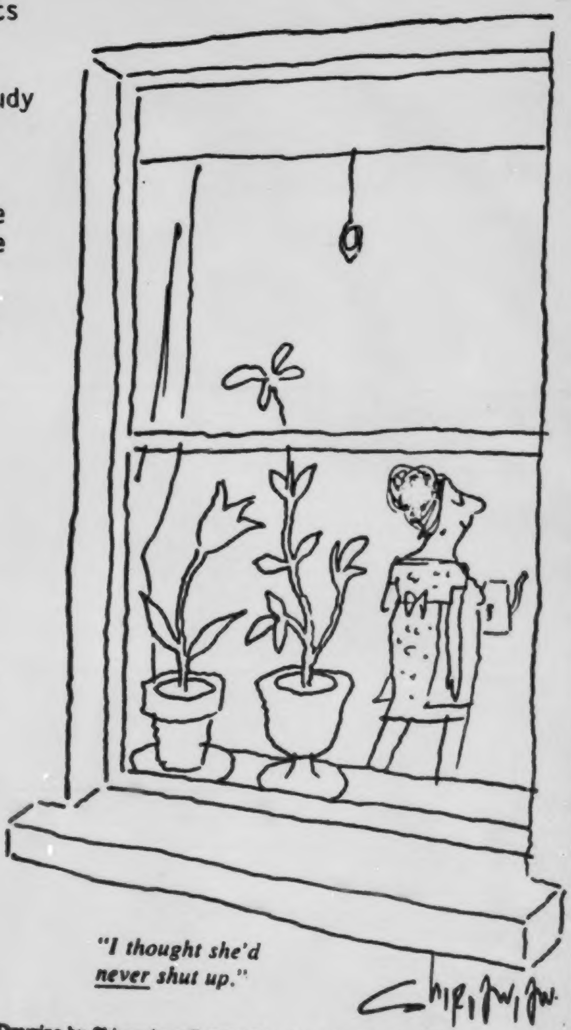
STATEMENT 2

SIGNIFICANCE

ACTIVITY 2

KEEP PLANTS HEALTHY - TALK TO THEM!

Do you believe that talking or singing to plants helps them grow faster? Many people consider such an idea nonsense, but there are other people, including botanists (experts in the study of plants) and other scientists who are convinced that this could be true.



"I thought she'd never shut up."

Drawing by Shirvanian; © 1973 The New Yorker Magazine, Inc.

As you read the following opinions, notice the similarities and differences among the various viewpoints.

Then answer the questions that follow the opinions.

A. Cleve Backster, a former employee of the Central Intelligence Agency, talks to plants, and he believes that other people should too. According to numerous experiments he has performed, plants react to the feelings of the people around the, and are especially sensitive to the feelings of whoever takes care of them. In Backster's opinion, plants are able to determine whether people love them or hate them, and they respond accordingly. Happy vibrations cause them to grow, whereas peoples' anxieties or ill will causes them to suffer. "If you praise one plant and sort of belittle another, the first will grow like anything, while the other may die," notes Backster. "You must treat plants as having some sort of identity."

B. Marcel Vogel, an IBM research chemist, believes that plants have feelings as sensitive as those of human beings. He is convinced that plants react favorably to being talked to, to being admired, to being touched. Vogel also claims that anyone can get a plant to grow, simply by giving it attemtion and wishing it well. "Love," says Vogel," is expressed to a plant as a wish for it to be happy and grow. It is like feeding it energy in the form of phychic food.

C. In the opinion of Yale Professor Arthur Galston, "It's attractive to think that plants are listening to you, but there's nothing in it. There is no nervous system in a plant. There are no means by which sensation can be transferred."

D. In the opinion of gardening expert Thalassa Cruso, there is no harm in talking to plants. She believes that people who are so involved with their plants that they'll talk to them will be more likely to give them the individual attention they need.

E. Carlton B. Lees, Vice-President of the New York Botanical Garden, has reason to believe that talking to plants helps them to grow, although he attributes the growth to a different factor. According to Lees, if you hover over plants while talking to them, you exhale carbon dioxide in the area where they are growing. And carbon dioxide is so important to plant growth that commercial greenhouses inject it into the atmosphere.

F. "People who talk to plants are those who are taking care of them and their environmental needs," says Dr. John Mastalerz, Professor of Horticulture (the science of growing plants, flowers, and vegetables) at Penn State University. "They provide water, light, fertilizer; they take care of insect diseases. As a result, the plants grow well."

G. Dr. Henry M. Cathey is fond of singing "everything from Bach to Bacharach" to the plants in his garden. But he sings for his own enjoyment, not to stimulate his plants to grow. "The only definite claims you can make about plants is that they need abundant light and correct temperature and humidity. If you provided them with all these necessities and didn't sing, they would still thrive. It's you who would be deprived, not the plant," Dr. Cathey said.

He did point, out, however, that conversing with a plant does offer one fringe benefit: an extra dose of carbon dioxide, a necessary element for plant growth.

---

1. How did Cleve Backster's and Marcel Bogel's opinions about plants differ from the opinions of the other people in this article?

2. In what way are the opinions of Thalassa Cruso and Dr. John Mastalerz similar?

3. In what way are the opinions of Carlton B. Lees and Dr. Henry M. Cathey similar?

4. In what way does the opinion of Professor Arthur Galston differ from the opinions of Backster and Bogel?

Study hint: When you read several opinions about a subject, notice the similarities and differences among them.

Activity 3

POLLUTION AND THE CITY

In most large cities, there is usually a high level of pollution. This is because an area with a large population contains a greater number of vehicles and industries; as a result, the air is often dirty and unhealthy.

Some large cities have taken action against the causes of pollution and have proven that large cities don't have to be so polluted.

Read the following information about five of the cleanest cities in America, and notice the factors that have contributed to reducing pollution in those cities.

SAN ANTONIO, TEXAS

San Antonio ranks as the cleanest big city in the United States for many reasons. First of all, the city is located near enough to the Gulf Coast to benefit from a constant supply of fresh sea air. Second, San Antonio has almost no industry so there is little pollution by factories. Whatever pollution the city's few factories did cause has been greatly reduced due to the cooperation of those factories.

Another factor that helped to reduce pollution in San Antonio is the city's use of natural gas to heat homes and to generate electricity. Unlike some fuels used by other large cities, natural gas is a clean-burning fuel.

San Antonio has also helped to reduce pollution by putting an end to the practice of burning the city's garbage. The city now uses a cleaner method, landfill, in which the garbage is buried and then covered over with earth. Any many citizens concerned about the disposal of garbage have organized a group that operates centers where various materials can be taken to be recycled.

BOSTON, MASSACHUSETTS

Boston is situated on the East Coast, near the Atlantic Ocean. The ocean breezes are an effective means of ventilation, as most of the city's pollution is blown out to sea.

Boston was among the first cities in the country to adopt air pollution ordinances against private and industrial pollution.

Although Boston depends on dirty-burning coal and oil as fuel for use in its electric power stations, the content of the fuel is regulated so that pollution is redu

The major cause of pollution in Boston, however, is the automobile, not the many industries in the city. But efforts are being made by various agencies and by local groups to find solutions to the problem.

Like many other large cities, Boston disposes of garbage by using it as landfill rather than burning it. This method of disposal is another factor that contributes to the low level of pollution in the city.

TOLEDO, OHIO

Although Toledo is a busy industrial city with many factories and power plants, it has a low level of pollution. This is partially due to the fact that the city is situated on the shores of Lake Erie. The lake breezes help to keep the city's air clean.

But there has also been a great deal of cooperation by various industries in the city to reduce the level of pollution. And many citizens have become involved by organizing groups to fight the problem of pollution. One such organization distributes information to the public and oversees a number of educational activities.

Toledo has also adopted the landfill method of garbage disposal and uses natural gas as fuel, two more reasons why the city is ranked as one of the cleanest big cities in the United States.

MEMPHIS, TENNESSEE

Memphis' location on a bluff on the banks of the Mississippi River partially protects the city from pollution. But Memphis hasn't always been a clean city. It used to be shrouded in smoke because of its many industries. In fact it wasn't until recently that many industries in Memphis began cooperating to reduce pollution by installing pollution-control equipment.

To further reduce air pollution, Memphis now uses natural gas for heating homes and for generating electricity. And garbage is no longed burned by is used as landfill.

Various citizen groups have also given their support in the city's fight against pollution. Some of these groups are trying to prevent the construction of a superhighway through a park so that the area will not become polluted by automobile exhaust fumes.

COLUMBUS, OHIO

One factor that explains why Columbus is less polluted than many other large cities is that the city is situated on rolling plains. A good sweep of clean breezes blows across the plains, supplying a source of natural ventilation.

The fact that Columbus is not primarily an industrial city further explains why there is not a great amount of pollution. Whatever sources of industrial pollution the city had in the past have largely been eliminated. Pollution from homes has been reduced, too, due to the conversion from coal-burning furnaces to natural gas heating systems.

Many of the citizens of Columbus have been concerned about reducing pollution in their city. As a result, recycling centers have been opened, although most of the city's garbage is still disposed of as landfill.

On the following chart are seven factors that help make the cities in this article reletively pollution-free.

Use the facts given in the article to complete the chart.
For each factor listed on the chart, put an X beneath each city whose pollution has been reduced by that factor.
Then answer the questions that follow the chart.

Factors	San Antonio	Boston	Toledo	Memphis	Columbus
1. Favorable location					
2. Small amount of industry					
3. Use of natural gas as fuel					
4. Reduction of industrial pollution					
5. Active citizen groups					
6. Use of landfill to dispose of garbage					
7. Use of recycling centers					

8. Which two cities are alike in their use of recycling centers? ____________

____

9. What four anti-pollution factors are shared by all five cities? __________

____

10. What factor is different in Toledo's fight against pollution as compared to Boston's? ________________________________

____

CLASSIFYING

Skill Description:

"To classify is to assign names and arrange the data. It is a process of sorting to suit a particular purpose. Classification is putting data into groups. Each member of a group has one or more characteristics in common. Therefore, one can identify and place like things in certain categories or classes. Classification normally goes on throughout the inquiry process."*

Classification is used extensively in our lives. Evidence of classification can be found in the supermarkets, in our places of work, as well as in our homes. And frequently items which we find classified, can be grouped in many different ways depending on the purpose for the classification.

Example:

Group the following words into as many different classifications as possible:

cat
shark
tuna
lion
dog
elephant
turkey
trout
bass
eagle
sheep
robin
tuna
pike
bluebird

Possible categories might be as follows: animals that fly, animals that live in water, etc.

*Taken from Teaching Social Studies Skills, by June R. Chapin and Richard E. Gross; Little, Brown & Co., Boston, 1973, page 191.

Activity 1

Content:

Student Objectives:

As a result of this lesson, the student will be able:

1. to write the definition of to classify in his own words
2. to list members of a given classification scheme
3. to label the classification scheme of given members
4. to list the steps in the process of classification

Materials:

1. 25-30 varied food items in variety of packagings or containers, ie. box of raisins, box of cereal, can of peaches, jar of cherries, bottle of ketchup, can of soup, envelope of soup, envelope of nuts. The greater the variety, the greater is the number of possible classification schemes.

2. "Bleep Puzzle" poster or ditto

Procedure:

WHAT THE TEACHER DOES	WHAT THE STUDENTS DO
Step 1 - Introduce the Skill	
1. Display 25-30 packaged food items on table in front of room.	
2. Ask, "What do we have here?" "Everything on this table belongs to a group or class called food."	2. Possible responses: "food soup, fruit, canned peaches," etc.
3. "What general groups of food do we have?"	3. "cereal, fruit, vegetables, soup, etc."
4. Teacher arranges items into groups as students suggest groupings.	
5. Teacher writes on the board "CLASSIFY" and asks students to describe what they've done with the food.	5. "We put it into groups, etc."
6. How did you know what to put into a group?	6. "They're all fruits. They're the same, etc."
7. Teacher writes definition next to classify - CLASSIFY - putting things into classes, groups, categories - according to common characteristics.	

Step 2 - Explain the Skill

8.	What steps have we done? 1. We looked at all the items 2. We saw similarities 3. We gave the group a name - "FOOD" 4. We looked at more food carefully and saw more characteristics 5. We regrouped according to specific similarities 6. We gave label to new group	8.	Teacher writes on board (Steps in Classifying) 1. collect (scan, note) 2. compare 3. label 4. collect 5. a. compare b. group 6. label

Step 3 - Demonstrate the Skill

9.	Classifying can work two ways. 1. If you have the label you can find items that fit into the group. 2. If you have some items of a group, you can provide a label.	9.	1. fruit soup cereal --------FOOD meat 2. soup nuts snacks -------FOOD vegetables
10.	Find members of the category - CONTAINERS.	10.	Response - soup cans, ketchup bottles, cereal boxes, envelopes, jars, etc.
11.	Now, from this group, find members of the class - METAL Containers.	11.	Response - soup cans, aluminum packets, foil wrappings
12.	Why does this aluminum packet belong in this group?	12.	Response - It's metal and holds things.

Step 4 - Apply the Skill

13.	Teacher gives some classification schemes as suggested below. The schemes should vary according to level of difficulty. The teacher observes responses of students to note the quality of their answers and whether a trend develops for individual students.	13.	Students may respond by writing classification label on a piece of paper and holding it up for teacher view. This allows for maximum student involvement in this type of group activity.
14.	Suggested ways of grouping	14	Individual students come to the table and prepare groupings. The rest of the class tries to label the group according to the creator's line of thinking.

Physical Attributes

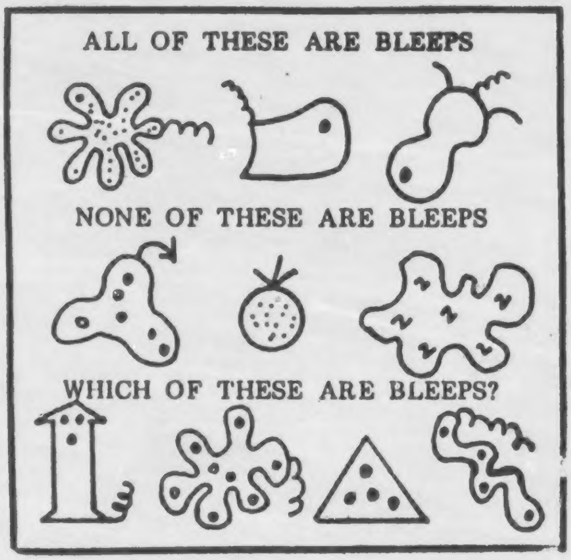
Obvious	Less Obvious
color	printing styles
size	# of parts
shape	weight
material	
packaging	

Food Types

Obvious	Less Obvious
fruits	carbohydrates
vegetables	perishable once opened
dry goods	nutritious
pourable	processed
	high calorie

Step 5 - Reflect

15.	Look at the definition. If you had to pick the two most important words in the meaning of classify, what words would you choose?	15.	Group Common
16.	What are the steps we go through to classify.	16.	Collect, compare, label, collect. Collect, compare, group and label.
17.	Teacher concludes by presenting Bleep Puzzle poster! Poster (or ditto) is prepared beforehand by teacher.		
18.	Use the steps to solve this puzzle.		


ALL OF THESE ARE BLEEPS
NONE OF THESE ARE BLEEPS
WHICH OF THESE ARE BLEEPS?

Activity 2

CLASSIFYING: GOVERNMENT

Introduction:

Classifying is the placing of items that are similar into the same group. The skill of classifying helps us to make sense out of bits and pieces of information.

> Example: The terms New York, Ohio, Montana and New Jersey could all be classified under states, while Rochester, San Francisco, Dallas and Chicago could be classified under U. S. Cities.

The steps necessary to classify are:

1. Collect information from given materials.
2. Organize the information according to things they have in common.
3. Place the information into groups or categories.
4. If necessary, give a title to each group.

DIRECTIONS

Using the information in the chart, classify these states into the two categories:

		South	New England
A. 1.	Florida	1.	1.
2.	Maine	2.	2.
3.	Georgia	3.	3.
4.	Mississippi	4.	4.
5.	Rhode Island	5.	5.
6.	Connecticut	6.	6.
7.	Alabama	7.	7.
8.	Vermont	8.	8.

B. List two other categories used in the chart

1.
2.

WORKSHEET

Using the information in the charts, place the groups of Senators in the proper category.

A. Voted for confirmation.
B. Voted against confirmation.
C. Southerners who voted for confirmation.
D. New Englanders who voted against confirmation.
E. Southern Democrats who voted for confirmation.
F. New England Republicans who voted against confirmation.

1. McClellen, Russell, Cotton
    1) A
    2) B
    3) C
    4) D

2. Dodd, Ribicoff, Prouty
    1) A
    2) B
    3) C
    4) D

3. Gurney, Eastland, Stennis
    1) A
    2) B
    3) C
    4) D

4. Smith, Brooke, Prouty
    1) A
    2) B
    3) D
    4) F

5. Fulbright, Holland, Tallmadge
    1) A
    2) C
    3) E
    4) F

6. Explain in one sentence what classifying means to you.

7. List the steps in order that you took to answer the questions on the worksheet.

Activity 3
CLASSIFYING: CRIME

Inrotduction:

The skill of classifying is the process of placing items (that have something in common) in the same groups.

Classifying includes these steps:

1. Read the material or information given.
2. Compare to determine similarities.
3. List the information under one group.
4. Give a name to the group based upon the similarities if not given.

Place these four stories into the following categories.

1. Sally Souse
2. Weak Willy's Father
3. Family Feud
4. Veri Jealous

Murder	Manslaughter	Involuntary Manslaughter

The paragraphs below include three classes or categories of criminal homicide. (When one human kills another without good reason or legal excuse). These classes are murder, voluntary manslaughter, and involuntary manslaughter.

Murder is a killing that is deliberate. This means the killer intends to kill and has no legal excuse.

Voluntary manslaughter is a homicide in which the killer, made angry by the victim, intends to kill.

Involuntary manslaughter is a homicide in which the acts resulting in death are not intentional.

DIRECTIONS

Answer the following according to the classes of homicide identified.

I. Voluntary manslaughter is a homicide in which the killer
   a. does not intend to kill
   b. intends to kill without cause
   c. intends to kill with cause.

II. The key difference between murder and involuntary manslaughter is
   a. involuntary manslaughter is not a homicide
   b. if the killing is intentional or not
   c. what the actions of the victim were

III. The main thing that determines which of the three types of homicide the killer has committed is -

Read the following accounts. All are homicides. They are either murder, voluntary manslaughter or involuntary manslaughter. We have learned that the key differences are intent and cause. Complete the following statements.

THE CASE OF SALLY SOUSE

One day Sally Souse got drunk at a bar near her home. When Sally finally left the bar, she staggered to her car and started towards a friend's home. On her way there, she hit a child crossing the street. The child died from the injury.

1. Sally souse
   a. hated this victim
   b. intended on killing this victim
   c. did not intend to kill this victim

2. Sally Souse is guilty of
   a. murder
   b. voluntary manslaughter
   c. involuntary manslaughter

THE CASE OF WEAK WILLY'S BROTHER

While on summer vacation, Willy was beaten up by Bruiser Bruce four times. After the fourth beating, Willy's married brother Ed went looking for Bruiser. When he found Bruiser, he hit him, knocking Bruiser to the ground. Bruiser's head hit the pavement. A few hours later Bruiser died.

3. Weak Willy's brother
   a. intended on killing Bruiser
   b. did not intend to kill Bruiser
   c. planned on killing Bruiser

4. Weak Willy's brother is guilty of
   a. murder
   b. voluntary manslaughter
   c. involuntary manslaughter

5. Both Sally Souse and Weak Willy's brother were not guilty of murder mainly because -

THE CASE OF THE FAMILY FEUD

Lester Hatfield had been arguing for several years with Real McCoy over Katrina, whom they both loved. One Friday night, Real saw Lester with Katrina and his blood boiled. Real went over to take Katrina with him. Angered by this, Lester hit Real and he fell to the ground. Cursing, Real pulled a knife and plunged it into Lester's chest, killing him.

7. Lester Hatfield intended to kill Real McCoy, However,

   A. Lester is not responsible for his actions
   B. Lester's actions helped cause the killing.
   C. Lester was totally at fault.

8. The main reason why Lester killed Real is -

9. Lester is guilty of the crime of

   A. murder
   B. voluntary manslaughter
   C. involuntary manslaughter

10. Why did you choose the answer to the question above?

THE CASE OF VERI JEALOUS

Veri Jealous had a brother named Got Everything. Got was better looking than Veri, more popular, better at sports and smarter. Veri was sick of being compared to his brother. One night Veri decided to solve his problem by killing his brother. He bought a bottle of poison. The next day he placed some poison in his brother's drink, which was on the counter. Unsuspectingly, Got drank his drink and died almost instantly.

11. In the case of Veri Jealous, he is guilty of the crime of

   A. murder
   B. voluntary manslaughter
   C. involuntary manslaughter

REVIEW

List the steps that you went through in order to classify the material in this skill guide.

Activity 4

CLASSIFYING: GOVERNMENT

Introduction:

Classifying is the process of placing items that are similar into groups or categories according to thing(s) they have in common.

The steps that are necessary in order to do this skill are:

1. Gather the material or information together.
2. Compare the material to determine the similarities.
3. Separate the material and group it according to the similarities.
4. Give a label to each group based on the similarities. For example; piano, trumpet, flute, guitar, clarinet and violin are all classified as musical instruments. Furthermore, they could be re-classified as wind instruments (trumpet) and string instruments (guitar).

People can be classified or grouped in several ways; by physical appearance, by race, by religion, by job. Can you place the following jobs that people have into classes: doctor, lawyer, sales clerk, truck driver, waitress, teacher.

(Teacher - Class Discussion)

Our national government is divided into three branches, each having a separate job in relation to the law. They are:

Branch	Job
executive	enforce the law
judicial	decides what the law says
legislative	makes the law

DIRECTIONS - Choose the best answer.

I. The main job of the judicial branch is to

A. enforce the law
B. decide what the law says
C. make the law

II. Which would be an example of deciding what the law says?

A. It is not against the law to swim.
B. You are being arrested for swimming.
C. Starting next week, swimming will not be allowed.

III. Why did you choose your answer to Number II? ______________________________

IV. The main difference that distinguishes each branch is ______________________

DIRECTIONS - Read the powers of government that are listed below by groups. You are to determine which group, A, B, or C lists the powers of the legislative branch, the executive and the judicial branch.

GROUP A

Chief power and duty - To enforce the Constitution, the laws made by Congress, and treaties.

Other powers -

1. To veto bills.
2. To recommend measures to the Congress.
3. To call special sessions of the Congress.
4. To deliver messages to the Congress.
5. To appoint Federal judges.
6. To appoint representatives to foreign countries.
7. To appoint Department heads and other important officials.
8. To pardon.
9. To carry on official business with foreign nations.
10. To be Commander in Chief of the Armed Forces.

GROUP B

1. To lay and collect taxes.
2. To borrow money.
3. To make rules and regulations for commerce among the States and with foreign countries.
4. To coin money, to state its value, to fix the standard of weights and measures, and to provide for the punishment of "Counterfeiting".
5. To make a uniform rule of naturalization.
6. To establish uniform laws for the whole country on the subject of bankruptcy.
7. To establish post offices.
8. To issue patents and copyrights.
9. To set up a system of Federal courts having less power than the Supreme Court set up by the Constitution.
10. To punish "piracy".
11. To declare war.
12. To raise and support armies.
13. To provide for a Navy.
14. To make rules and regulations for the Armed Forces.
15. To provide for calling out the militia to enforce the Federal laws, to "supress" lawlessness, or to "repel" invasion.
16. To cooperate with the States in organizing and arming the militia.
17. To make laws for the District of Columbia.
18. To make laws needed to put into effect all the powers given by the Constitution to the Government of the United States or to any agency or officer of the United States.
19. To make laws, rules and regulations about the territory and all property belonging to the United States.

GROUP C

1. Explain the meaning of the Constitution and the laws and treaties.
2. Settle legal disputes between citizens of different States.
3. Settle legal disagreements between two or more States.
4. Settle legal questions between states and the Federal Government.
5. Give those persons accused of breaking Federal laws a fair and just trial.
6. Settle disagreements, under certain circumstances, between States and foreign governments or citizens of foreigh governments.

I.

GROUP A	GROUP B	GROUP C

II, Why did you choose your answer to A? B? C?

Reason

A -

B -

C -

DIRECTIONS - Using the information given for each group, identify which branch of the government is in charge in each of the cases below.

1. Barry is being arrested for passing a phony $10 bill ____________________
2. Sam claims that the State of New York owes him money because of an injury he received on state property. Sam's home state is Vermont ______________
3. Harry has just been found guilty of breaking a federal law _________________
4. A new tax is being placed on cigarettes _________________________________
5. A three dollar bill is going to be made starting next year ________________
6. Jim has just been promoted from Major to Colonel in the U. S. Army ___________
7. A treaty with Canada is being made concerning fishing in the Great Lakes __________________

DIRECTIONS - List the steps that you used to determine your answers to the above cases.

Activity 5

CLASSIFYING: GOVERNMENT

Introduction:

Classifying is the process of placing items that are similar into groups or categories according to thing(s) they have in common.

The steps that are necessary in order to do this skill are:

1. Gather the material or information together.
2. Compare the material to determine the similarities.
3. Separate the material and group it according to the similarities.
4. Give a label to each group based on the similarities.

Example

For example, Charleston, Blackbottom, Jitterbug, Bump, Bus Stop, and Hustle can all be classified as dances. Furthermore, they can be re-classified as "old" dances (Charleston) and new dances (Hustle).

Functions of the executive branch of our government are assigned to different cabinet posts or departments. For example, the Health, Education & Welfare Department is in charge of federal education programs (student loans, educational research, educational laws).

Discuss with Class

Can you name some other jobs that would be grouped under the responsibilities of the Health, Education & Welfare Deaprtment?

Listed below are three other departments of the Executive Branch:

1. Interior
2. Agriculture
3. Commerce

DIRECTIONS - Read the accounts of the three departments below and answer the questions that follow.

1. The main job of the Interior department is

    A. Protect our natural resources
    B. Help farmers
    C. Promote foreign and domestic trade

2. Which would be an example of protecting our natural resources?

    A. Working on a trade agreement with Canada
    B. Stopping pollution in Lake Erie
    C. Checking cattle for disease

3. Why did you choose your answer to question 2?

4. The chief difference between each department is determined by the ____________ ____________ each has.

DIRECTIONS - Determine which department listed would have authority for each action described below.

Department in Charge

A. ____________________ 1. A government inspector orders several cattle destroyed.

____________________ 2. Part of Yellowstone National Park is closed.

____________________ 3. The Coast Guard is warned of an upcoming hurricane.

____________________ 4. Housing is provided on the Navajo Indian Reservation.

____________________ 5. The cotton destroying boll weevil is being controlled.

____________________ 6. Dan's invention is protected by the government from being copied.

B. List the steps you took to determine your answers to the above.

Activity 6

CLASSIFYING: HAMILTON vs. JEFFERSON

Introduction:

Classifying is useful in obtaining meaning from bits and pieces of information. The definition of classifying is "Placing information that has similar characteristics into groups". This exercise will help you learn the skill of classifying

The steps involved in classifying are:

1. Collect information.
2. Compare the information for similarities.
3. Group the information according to common characteristics.
4. Label the groups.

Materials:

The Free and the Brave, Rand McNally

DIRECTIONS

The student should read pages 252-259 in the text, The Free and the Brave. Using the steps involved in classifying; You have been given information concerning ideas of Hamilton and Jefferson. Compare this information and group it under the labels that have been placed upon the chart.

1. Assumption (taking over) of the public and foreign debt.
2. The Federalist Party is formed.
3. Federal government should provide money to develop industry.
4. The Democratic-Republican Party is formed.
5. Establish the control of the national government over the use of taxes.
6. Farming is a better occupation than industry.
7. Thought a U. S. Bank was unconstitutional.
8. Wanted to establish a bank of the United States.
9. Loose construction of the Constitution.
10. Believed large cities were harmful to man.
11. Proposed excise taxes and tariffs.
12. Favored an alliance with France.
13. America should develop factories.
14. Favored an alliance with England.
15. Government should constantly affect peoples lives.
16. Strict construction of the Constitution.

THOMAS JEFFERSON	ALEXANDER HAMILTON

A. Write a statement that summarizes the attitudes that Jefferson and Hamilton had about each other.

B. List the steps used in classifying.

ANSWER KEY

THOMAS JEFFERSON	ALEXANDER HAMILTON
4	1
6	2
7	3
10	5
12	8
16	9
	11
	13
	14
	15

Drawing Inferences

Skill Description:

In understanding the significance of spoken or written statements it is frequently necessary to be able to grasp implications or inferences which may not be stated directly. Thus the whole matter of grasping the meaning of statements beyond the actual facts presented is a very important skill or ability in considering material in the field of the social sciences, as well as in other fields. This process is closely akin to general reasoning processes followed in the study of logic, but, of course, has implications to learning in the social studies.

It is important for pupils to learn the limitations of a passage as well as the inferences which may properly be drawn from it. For that reason, several of the numbered statements on the next page go beyond the information provided in the passage to the extent that they are not warranted as inferences. Practice with exercises of this type will aid in developing in pupils the ability to draw conclusions or recognize correct inferences and also to recognize statements which are unarranged as inferences from the data provided.

Inference: "A truth or proposition drawn from another which is admitted or supposed to be true; a conclusion; a deduction" (unabridged dictionary).

EXAMPLES

I. Directions: Assuming that the information in the paragraph on the next page is true, it is possible to establish other facts using the ones in this paragraph as a basis for reasoning. This is called drawing inferences. There is, of course, a limit to the number of kinds of facts which may be properly inferred from any statement.

By writing the proper symbol in the space provided, indicate that a statement is True, if it may be properly inferred from the information given in the paragraph. Indicate that it is Untrue, if the information given in the paragraph implies that it is false. Indicate that No Inference can be drawn if the statement cannot be inferred one way or the other. Use only the information given in the paragraph as a basis for your responses.

Use the following symbols in writing your answers:

T - if the statement may be inferred as TRUE
F - if the statement may be inferred as UNTRUE
N - if no inference can be drawn about it from the paragraph

By the close of the thirteenth century there were several famous universities established in Europe, though of course they were very different from modern ones. One of the earliest to be founded was one of the most widely known. This was the University of Bologna where students from all countries came who wished to have the best training in studying Roman Law. Students especially interested in philosophy and theology went to the University of Paris. Those who wished to study medicine went to the Universities of Montpelier or Salerno.

____ 1. There were lawsuits between people occasionally in those days.

____ 2. The professors were poorly paid.

____ 3. In the Middle Ages people were not interested in getting an education.

____ 4. There were books in Europe at that time.

____ 5. Most of the teaching in these medieval universities was very poor.

____ 6. There was no place where students could go to study.

____ 7. There were no doctors in Europe at this time.

____ 8. There was no way to travel during the Middle Ages.

____ 9. If a student wanted to be a priest, he would probably attend the University of Paris.

____10. There were no universities in Europe before the thirteenth century.

____11. There was only one language in Europe at this time.

(Grade 7)

DRAWING INFERENCES

READ EACH PASSAGE CAREFULLY AND ANSWER THE QUESTIONS THAT FOLLOW:

Activity 1

In Peru there once lived the most peace-loving Indians ever known. They lived not in tents or wigwams or huts, but in palaces. These people were the Incas, and their capital was named Cuzco. The Incas had great treasures of gold and silver. And when the Spaniards first came to South America looking for gold or silver, they found it already mined in Cuzco. All they had to do was take it away from the Incas. This was easy because the Spaniards had guns. So the Spaniards simply helped themselves to the gold and made the Incas work in the mines for more. However, the Spaniards got what was coming to them, for many of their ships sailing back to Spain with their stolen treasure were captured by pirates.

1. The writer implies that the Indians usually

_____a. lived in tents, wigwams and huts.
_____b. were brave and proud.
_____c. were bothered by white men.
_____d. came from South America.

2. The reader can assume that

_____a. the Incas were rich.
_____b. Peru is a small country.
_____c. Cuzco was built on a hill.
_____d. the Spaniards took jewels from the Incas.

3. The paragraph suggests that

_____a. Cuzco was named for one of the Inca gods.
_____b. the Spaniards were welcomed home as heroes.
_____c. the Incas were unable to defend themselves.
_____d. Cuzco is visited by many tourists each year.

4. Underline a sentence which suggests that the Spaniards made slaves of the Incas.

Activity 2

Jails were damp, dirty places in the 1700's. Even the best of them smelled of sickness and rot. The worst crawled with rats. Though the jail at Litchfield, Connecticut, was not one of the worst, William Franklin wrinkled his nose when he looked around his room there. It was a sad change from the Governor's house in New Jersey. Still, he could not say he was sorry for the course he had chosen. He had sworn to be true to his King, and true he would be. But it did seem hard that his only son should have taken the enemy's side. Temple Franklin, a bright lad of sixteen, had chosen to live with Grandfather Franklin in Philadelphia. "Why didn't he stay with his poor lonely mother?" groaned William. This cursed rebellion sets children against their parents.

1. The sentence " ... William Franklin wrinkled his nose..." probably means that

_____a. he is ill.
_____b. he was alone.
_____c. he was disgusted.
_____d. he was worried.

2. The reader can infer that many prisoners in the 1700's

_____a. were jailed without a trial.
_____b. suffered from the heat during summer months.
_____c. were sentenced to jail for life.
_____d. died of disease before they left jail.

3. The writer implies that William Franklin

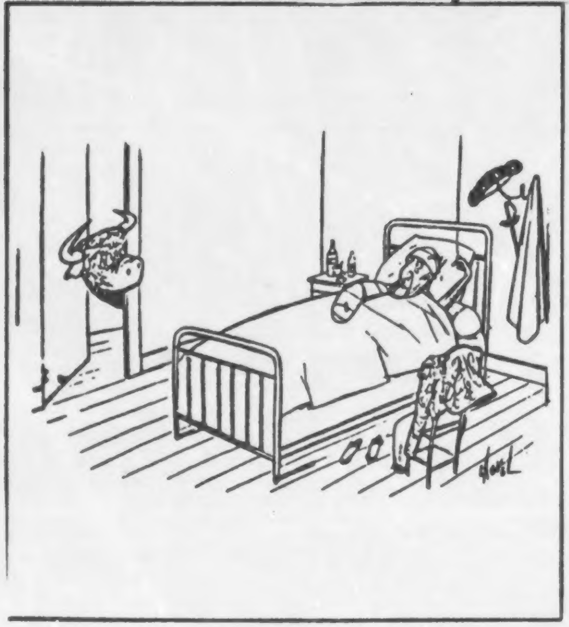
_____a. was born in England.
_____b. knew the King of England well.
_____c. was once the Governor of New Jersey.
_____d. killed a man in self-defense.

4. Underline a sentence which suggests that Franklin and his son did not get along well.

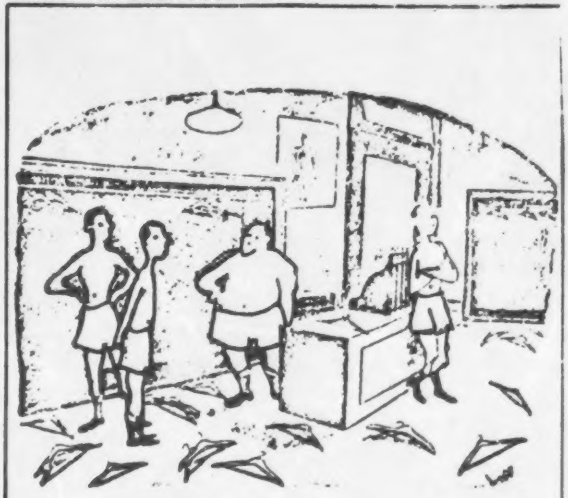
Activity 3

Cartoons generally use few words to express their ideas. Instead, the reader must make many inferences from the illustrations.

Study each cartoon below.
Then answer part (a) of each question below the cartoon.
On the lines next to part (b) of each question, list the clues from the cartoon that led you to make that inference.



Chaval



"Most successful suit sale we ever had, I should say."

Drawing by Holl; Copr. 1938, 1966
The New Yorker Magazine, Inc.

1a. What is this man's occupation?

____

b. Clues: ____________________

____

2a. How does this man feel?

____

b. Clues: ____________________

____

3a. What happened to make him feel this way? ____________

____

b. Clues: ____________________

____

4a. What kind of shop are the men in?

____

b. Clues: ____________________

____

5a. What is the occupation of these men?

____

b. Clues: ____________________

____

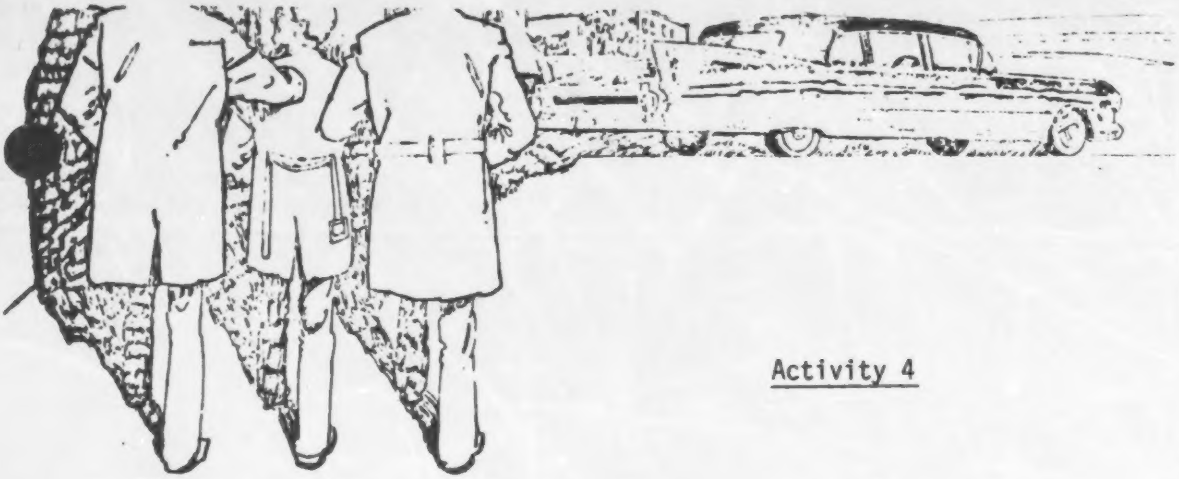
6a. Why are the men wearing only underwear?

____

____

b. Clues: ____________________

____



Activity 4

ENCOUNTER

by Syd Hoff

The two men caught up with Joey as he stood on the corner waiting for a traffic light to change. They pinned him tightly between them so that he couldn't move.

"This is a gun pressing against your ribs," said one of the men in Joey's ear. The man's voice was cold and deadly.

"Just act as if nothing is happening," said the second man, equally menacing.

They crossed the street with other pedestrians, seeming merely to be three people going in the same direction.

"There must be some mistake," said Joey. "I have exactly two dollars and thirty-six cents on me."

His captors stared straight ahead.

"If you have an idea this attache' case of mine contains anything of value, like diamonds or securities, you'll be disappointed in that, too. All it holds, I'm afraid, is a peanut butter and jelly sandwich, my usual lunch."

A grunt was the only comment Joey heard, or perhaps there were two grunts.

"Oh, I know! Mr. Stoner sent you! He wants me to stop seeing his daughter, right? Well, you can tell Mr. Stoner that Betty doesn't really mean a thing to me. I only felt sorry for her because she's nearsighted. Besides, no other girl I ever asked would give me a date."

The pace the two men were setting remained the same, and the expression on their faces didn't change.

"Then, it must be my cousin Andy who concocted this scheme. He wants to inherit our grandfather's entire estate," Joey laughed. "If so, please inform Andy he's more than welcome to my share. I just spoke to Grandpa at the hospital and the only thing he's leaving us is a pile of unpaid bills."

The march continued up the next street. Again Joey laughed.

"Okay, I've got it! It's Sam Donaldson at the office who hired you fellows in order to get the promotion himself. Ha, ha! The joke's on Sam. I heard in the washroom, yesterday, that our boss is slipping some whippersnapper nephew of his into that new job. Poor Sam! After all, I've been waiting twenty years for a promotion, but Sam - he still imagines he'll get somewhere with that firm."

They turned into an alley, ducked under some clotheslines, and came out on the avenue. Joey's brow wrinkled.

"Or can it be Herb Walters who's behind this? He gave me an I.O.U. for twenty-two bucks after our poker game Saturday night. But I've lost that darn I.O.U. of his, probably threw it out with the trash. I'm always losing things, so maybe that's another reason I can never get out from behind the eight ball."

The men's faces were graven images. It was impossible to tell what they were thinking.

A long black limousine stood at the curb. Joey felt himself being propelled toward it.

"Of course, it could also be that crabby landlord of mine who's always complaining I play my TV too loud and even begrudges me using a hot plate in my room. Well, he'd be interested to know that my big picture tube has blown out and it'll be at least three months before I can afford to buy another one. Boy, oh boy, if I could only move out of that dump!"

One of the men opened the rear door of the car and the other shoved Joey inside.

"Wait, I know! It's Gebhart the butcher. I swear that I'll settle my account. I'll pay him the twenty-eight dollars I owe him or my name's not Joseph Devlin!"

The men drew back. "You mean you're not Harold R. Brooks?"

Joey shook his head.

They pushed him away and climbed into the car. In a second the motor sprang to life.

"Does this mean you're not going to take me for a ride, not going to kill me?" asked Joey.

"Sorry, we thought you were someone else," said the man now behind the wheel.

"Brother, we'd probably be doing you a favor if we did, with all that hard luck you've been having," said his companion.

The limousine glided out into traffic, and Joey stood there looking after it until other cars blocked it from view. When he resumed walking, he felt somewhat disappointed.

- - - - - - - - - - - - - - -

Below are some inferences you can make about Joey Devlin or the two men. On the line or lines below each item, cite information from the story that helped you make that inference.

1. Joey thinks that many people don't like him.

2. Joey is not popular with women.

3. Joey has not been successful in his work.

4. Joey doesn't have much money.

5. The two men probably meant to harm Harold Brooks.

6. Joey almost wished the two men had taken him away.

Activity 5

Students will be given the excerpt below which was written by the National Women's Party during the 1920's. After carefully reading the document, students will be asked to draw inferences about how the different training and upbringing women. and men received in the 19th and early 20th centuries caused the discrimination against women which is mentioned in the Declaration

---

DECLARATION OF PRINCIPLES

Whereas, women today, are still in every way inferior to men before the law, in government, in the professions, in industry and in the home.

BE IT RESOLVED that as part of our campaign to remove all discrimination against women, we shall work for the following:

Women shall no longer be regarded as inferior to men.

Women shall no longer be discriminated against in the professions of law, medicine, teaching and others. They shall have the same opportunities for training and practice in these fields.

Women shall no longer receive less pay than men for the same work.

Women shall no longer be required by law to take the name of the husband upon marriage.

The wife shall no longer be considered as supported *only* by her husband. Each persons' contribution to helping the family will be recognized as equal.

The husband shall no longer own his wife's earnings. These shall belong to her.

Women shall have the right to control their own property, make contracts and inherit property.

Activity 6

Students will be given the following scenario:

The breakfast dishes done, Joan decided to tackle the pile of dirty clothes in the kitchen corner. As she began loading the washing machine, depression started setting in. After the clothes it would be cleaning the house. Then, the afternoon shopping, followed by preparing dinner. Finally, the children had to be picked up from school. Would the routine never cease? "There must be more I can do with my life," Joan said sullenly as she threw the last pair of dirty socks into the washer. She poured herself another cup of coffee and sat down to thumb through the morning paper. The "Help Wanted" section caught her eye - she had an idea!

If Joan were to take a job outside the home, her role would change significantly. In paragraph form, students will draw inferences about how Joan's changing role would affect the role of her husband.

GENERALIZING

Skill Description

A generalization is an understanding of a relationship between or among concepts. It is a means of linking ideas and concepts into a working relationship. Understandings called inferences, hypotheses, conclusions and principles are defined as generalizations. The relationship asserted by the phrase, "Land, labor, and capital are used in all production", is an example of a generalization. This phrase involves the separate concepts of land, labor, production, capital, and goods, and combines these concepts to form the generalization that some concepts are included in production of goods.

To clarify further the meaning of generalizations the following definitions are given:

1. A generalization has a relationship between concepts.
2. A generalization applies to whole categories, and asserts that something is true of some or all factors.
3. A generalization is a higher level of thinking than component concepts. It involves the meanings of the concepts but it makes its own meaning as the understanding of the concepts.
4. A generalization is based upon inference. It is derived from reasoning or suggestion, and it extends the scope of knowledge beyond observable data.
5. A generalization can be judged for truth and validity, which can be tests. If people agree on the meanings of the concepts in the generalization, then, by examining appropriate evidence, it can be tested by the methods of reasoning or inquiry.
6. The generalization is a body of understanding not verbalization, and is shown by overt behavior resulting from internal comprehension.

*Beyer P106-7 (Refer
to note on I-2)

Activity 1

This exercise introduces the idea of generalization. A generalization is a statement which applies to more than one situation. Look at the following statement:

"Many Americans are healthy people."

The statement is an example of a generalization. Certainly, some Americans are healthy people. However, many Americans suffer from a variety of health problems, from frequent common colds to serious diseases. This generalization is applicable to only some Americans.

Read the following statement:

"Many people live until they reach 100."

This statement is also a generalization. However, it applies to only a few people. Which of the two generalizations presented is more reliable?

Why?

Knowing that "many Americans are healthy" is a valuable generalization because it applies to more people than "many people live until they reach 100." As you identify and use generalizations, remember that the more instances in which a generalization applies, the more valuable it is. Look at the two sets of generalizations below. Check the most valuable generalization in each pair.

1. A. "All leaders make decisions."

   B. "All people under age 5 can read."

2. A. "Many children play the violin."

   B. "Most businesses make a profit."

In addition to being applicable to many situations, useful generalizations must be clearly and precisely stated. If a generalization contains confusing or unexplained terms, it may not be very useful. Look at the two pairs of generalizations which appear below. In each pair check the generalization which is most clearly stated.

3. A. "Most city councils are lazy."

   B. "Most fish can be eaten."

4. A. "Most businessmen wear ties."

B. "Most bankers take a long lunch hour."

While a generalization can be valuable by itself, it takes on even more value if you can relate it to another generalization. Look at the following two generalizations.

5. A. "Most leaders in a political system have the most status."

B. "Most leaders in a political system have the most wealth."

While they represent two independent generalizations, they can be combined to suggest an important idea. For example, status and wealth lead concentrations of power in a political system. This is an important statement by combining two generalizations.

Look at the following two generalizations:

6. A. "Most parents in families have the most authority."

B. "Most parents in families control the flow of money in the family."

Remember the criteria for using generalizations:

1. The more instances in which a generalization applies, the more valuable it is.
2. Generalizations must be clearly and precisely stated.
3. If possible, use a generalization which can be related to another.

Activity 2

INSTRUCTIONAL OBJECTIVES

As a result of working with this exercise, students will be able:

1. to apply the criteria for making useful generalizations by determining which one of two generalizations is more useful. Students can indicate achievement of this objective by their responses to items 1-8.

INSTRUCTIONAL PROCEDURES

Pass out a copy of the exercise to each student in the class. You will find a copy following these instructions. Ask the students to read through the exercise and to respond to the items. Then, use the items to organize a class discussion. Questions and typical answers follow.

1. Which generalization in item 1 is more useful?

   B. is more useful because A. is not clearly stated.

2. Which generalization in number 2 is more useful?

   B. is more useful because it applies to more situations than A.

3. Which generalization in number 3 is more useful?

   A. is more useful than B. because it applies to more situations. Also, the term "crooked" makes item B. unclear.

4. Which generalization in number 4 is more useful?

   A. is more useful because it applies to more people than B.

5. Which generalization in number 5 is more useful?

   B. is more useful because it applies to more people than A.

6. Which generalization in number 6 is more useful?

   A. is more useful because it applies to more people than B.

7. Which generalization in number 7 is more useful?

   B. is more useful than A. because it is stated more clearly than A.

8. How can you relate the two generalizations in number 8?

   They can be related to form the conclusion that in most high schools the administration holds most of the power.

Activity 2: Student Copy

In this short exercise you will be asked to apply the criteria for using generalizations. Below you will find eight pairs of generalizations. Read through the first four, checking the more useful generalization. Explain your choice in terms of the three criteria for using generalizations. Then discuss your choices with the other members of the class. After you have completed the class discussion, go through the next four pairs of generalizations, choosing the more valuable one of each pair and explaining your answer.

1. A. "Most nice students get straight A's."

   B. "People need to eat food or they will starve."

Explain your choice:

2. A. "Most people are sick."

   B. "There is very little smog throughout the central United States."

Explain your choice:

3. A. "Most homes keep out the rain."

   B. "All politicians are crooked."

Explain your choice:

4. A. "In the United States most people under the age of 16 attend school."

   B. "All citizens of Ohio like to eat corn."

Explain your choice:

5. A. "All women are politicians."

   B. "Some women are politicians."

Explain your choice:

____

____

____

6. A. "People with broken legs can't walk well."

   B. "All people from Mexico can speak English."

Explain your choice:

____

____

____

7. A. "City councils are lazy."

   B. "City councils work with mayors."

Explain your choice:

____

____

____

8. Think about how these two generalizations can be related.

   A. "In many high schools, the administration makes most of the decisions."

   B. "In most high schools, the administration controls most of the money."

How can you relate these generalizations to make a statement?

____

____

____

____

HYPOTHESIZING

Skill Description

Hypothesizing is a process of inquiry growing out of attitudes, values and knowledge. It is a complex operation which requires an individual to first define a purpose for inquiring and then to guess at a tentative answer or solution - to hypothesize. Then the hypothesis must be tested against relevant data and draw a conclusion about the truth of tentative answer - hypothesis.

1. Define a purpose - one feels a need to know something about a question or problem, and to examine the purpose within limits.
2. Guess at a tentative answer - solution or plan. The guess is based upon the available data, plus the background experiences of the inquirer, and is conditioned by his own particular frame of reference.
3. Testing the hypothesis against relevant data. After forming the hypothesis it must be tested to see how it is supported by the relevant information. Data must be gathered, evaluated, and analyzed to test the hypothesis.
4. Drawing a conclusion about the accuracy of the hypothesis. If the evidence examined supports the guess, then it is accepted as an answer or explanation. If the evidence does not support the hypothesis, then a second hypothesis must be formed, and tested again.
5. Apply the conclusion to new data and generalize. Conclusions are tested to see if they face up to the new data. This broadens the conclusions and becomes more general and less specific.

*Beyer, page 21 (Refer to note on I-2)

INTRODUCING THE SKILL OF HYPOTHESIZING

LESSON PLAN

Materials:

dictionary
Product of Colonial America (p. 111 - This is America's Story)

QUESTIONS:
HYPOTHESIS: "The English Colonies were probably involved in trading raw materials in return for manufactured goods from more developed areas of the world."

I. Using your dictionary locate and learn the definition of the following terms:

1. import
2. export
3. trade
4. agriculture
5. manufactured goods
6. raw materials
7. natural resources
8. indigo

II. Answer the following questions based upon the information in the map.

1. What are the four agricultural products grown in the colonies? Are they all grown in the same location?
2. Name five natural resources found in the colonies?
3. What type of manufacturing is done in the colonies?
4. What kind of activity is indicated by the arrows on the map?
5. Using all of the above information, what can we say the colonists probably could do with their products?

III. Possible hypothesis:

.....Trade raw materials for manufactured goods
.....Use their own products
.....Sell their products for cash

IV. Introduce the term Hypothesis - write all possible hypothesis on the board and discuss each one as to how it was selected. Be sure to include the probability element in all hypothesis -

.....Compare to science experiments as example.

INTRODUCING THE SKILL OF HYPOTHESIZING

LESSON PLAN

Topic: Introduction of culture unit - Iroquois

Objectives: The student will be able to define the term hypothesis and demonstrate the use of it.
The student will be able to define the terms culture and anthropologist.
The student will be able to, using previous knowledge of culture and experiences in Social Studies, list 3 topics in a cultural study and 3 sources of information.

Skill: Hypothesizing

Method: Inquiry with a story board.

Materials: story board; stack of 3" x 5" cards; dark magic marker; term CULTURE and its definition

CONTENT	PROCEDURE
	1. Group students so that all can see the story board.
	2. At the top of the story board put the word: CULTURE.
CULTURE: the total way of life of a people. RESPONSES: religion, types of houses, language, clothing, etc.	3. Question - What is culture?
	4. After word CULTURE put up the response-definition.
	5. Question - If you want to study a culture, what types of information would you want?
	6. Have a student record responses briefly on the 3" x 5" cards with marker and place on the story board.
	7. Group the responses by combining similar responses. Ex.: God, beliefs, spirits, religion.
HYPOTHESIS is the skill by which we use use given evidence and previous knowledge to arrive at a possible outcome (an educated guess).	8. Tell the students that they have been using a skill called Hypothesizing - define this skill on the blackboard.
	9. Emphasis that it is a possible outcome and that it needs further testing.
	10. Review what they have done using the definition of hypothesizing pointing out their responses as possibilities. We may or may not study these.
	11. Have students record the term culture and its definition and their responses as to what will possibly be studied in their notebook (for later reference).
ANTHROPOLOGIST: a person who studies culture.	12. Introduce term ANTHROPOLOGIST and its definition and record in their notes.
	13. Ask students to hypothesize again (you may review term's definition) by asking What might we, as anthropolotists, use to get information on a culture and topics we listed.

14. Use story board and record responses.
15. Emphasize that these are POSSIBLE sources; that we are hypothesizing.
16. Explain that as we study a culture we will be checking to see if our hypotheses are correct.
17. REVIEW!

Tomorrow we will begin a study of the Iroquois culture:

Questions:

What is culture?
What topics will we probably be studying?
What sources of information might we use?
What do we call a person who studies a culture?
In order to arrive at the list of topics for study and the possible sources for information, we used the skill of?
What does this mean?

SAMPLE EVALUATION ITEMS

HYPOTHESIZING

I. DIRECTIONS: Select the best item that completes the statement or answers the question.

The following phrases are from a song:

"Your land....my land,
from California....to
New York,....from
Redwood forest....to
gulfstream waters,
You....me."

1. A song like this one which mentions extremes is probably trying to tell us that:

   1. the land called the United States belongs to us all.
   2. reference is being made to the entire country.
   3. the United States included a variety of geographic features.
   4. all of the above.

II. DIRECTIONS: Select the best item that completes the statement or answers the question.

You eat lunch with a classmate for the past 6 months. You notice that she does not eat any meat with lunch. She usually eats cheese sandwiches, peanut butter or brings vegetables. What hypotheses can you make about her eating habits?

1. She might be a veretarian.
2. She dislikes meat.
3. Her religion forbids her to eat meat.
4. all of the above.

III. DIRECTIONS: Read the following statements to answer the next question.

The deer's meat was eaten.
The deer's hide was tanned with the deer brains and used for clothing.
The deer's horns were used for headdresses.
The deer's hoofs were hollowed out and strung together to make rattles.
The deer's bones were used as tools and to tip weapons.

The above statements describe how the Iroquois culture made use of deer. With just that information, what can be hypothesized about this culture?

A. They were not a wasteful people.
B. They were creative in using available materials.
C. They depended entirely on deer for survival.
D. They practiced conservation of animals.

1. A and B
2. A and C
3. B and C
4. B and D

IV. DIRECTIONS: Read the following paragraph, then answer the question below.

> "Great Creator, who dwellest alone, listen now to the words of the people here gathered. The smoke of our offering arises to heaven. Give kind attention to our words. We thank thee for the return of the planting season. Give to us a good season, that our crops may be plentiful."

What is probably true of the people who use the prayer above?

A. They believe in a God who lives in the heavens.
B. They offer thanks to their God at the end of each season.
C. They believe in many Gods.
D. They believe God controls their lives.

1. A and B
2. A and D
3. B and D
4. C and D

V. DIRECTIONS: Read the following to answer the question which follows.

> "The usual custom is for the man to turn over his pay check to his wife, who gives him in return $1 or $2 a week for his personal use. Boys and girls between 14 and 18 years of age bring their pay envelopes to the mother unopened and she has the entire control of their wages."

According to the reading, which of the statements below might be explanations of the mother's role in 1907?

A. Women were smarter than men and therefore they handled the money.
B. Women were educated whereas men were encouraged to work.
C. Women were not allowed to frequent taverns and therefore did not waste money.
D. Women were the shoppers who had to provide the family necessities.

1. A, B and C
2. A, B and D
3. A, C and D
4. B, C and D

VI. DIRECTIONS: The following is a one year income and expense record of a man. Use this information to answer the question which follows.

Income form harvest	$1,840	
Expense	448	loan payment of debt of $2,000
	1,000	operating expenses (hired man, fertilizer, machinery, taxes, etc.)
	250	food
	100	other
Total Expenses	$1,798	

Based on the income and expense record, which statement is more likely to be tr
about this man?

1. He will easily be able to repay his loan.
2. He does not use modern farming methods.
3. He is able to save large amounts of money each year.
4. He is barely making enough money to live.

VII. DIRECTIONS: Select the best item that completes the statement or answers the question.

You find yourself on planet X. On this planet there are the following items:

fresh water supply	animal life
oxygen	plant life

What statement can be made from this evidence?

1. People living on this planet are well fed.
2. People living on this planet earn a living by farming.
3. This planet can support life.
4. There is not enough evidence to state anything.

VIII. DIRECTIONS: Examine the following statements to answer the next question.

1. Spices from the Far East make food taste better and last longer.
2. Silk from the Far East is softer to wear than wool or flax.
3. Beautiful gems and jewelry are found and made in the Far East.
4. People desire goods that make life easier and more pleasant.
5. Merchants become rich through trade in goods people desire.

If all the above statements are true, which statement below would be a result?

1. Merchants would trade with the Far East.
2. Life in the Far East is easier.
3. More people live in the Far East.
4. Merchants should live in the Far East.

IX. DIRECTIONS: Select the best item that completes the statement or answers the question

If you found the following items in an abandoned campsite, which possible explanation would be accurate?

Chicken Bones
Smoldering Cinders
Foot Prints
Paper Napkins

1. The people left this campsite just a few hours ago.
2. The poeple were at the campsite when the weather was cold.
3. The people at this campsite were members of the same family.
4. All of the above are valid conclusions.

X. DIRECTIONS: Read the following to answer the next question.

If a country has:

A large amount of flat fertile land.
A supply of fresh water.
A warm climate 10 months of the year.

Then it is probably true of the country that:

1. The country is overcrowded.
2. Farming could be done there.
3. There is no pollution there.
4. No such country could exist.

XI. DIRECTIONS: Select the best item that completes the statement or answers the question

If jobs in the United States are disappearing because better machines are being use, then a person who wants to work could probably:

1. Move to another country.
2. Learn to run the machines.
3. Be willing to work for a lower salary.
4. All of the above.

DISTINGUISHING BETWEEN FACTS AND OPINIONS

SKILL DESCRIPTION

A worthwhile distinction which teachers should endeavor to make clear is the difference between facts and opinions. It is beyond debate that Franklin D. Roosevelt was President of the United States during World War II, but one could argue indefinitely whether or not Roosevelt was our greatest war President. The distinction between fact and opinion is always worth making because pupils will thus learn to base their conclusions or interpretations on facts. After discovering the facts relating to a series of events, pupils should be encouraged to interpret them and to form opinions about them. The following definition might prove worthwhile:

Fact - a true statement

Opinion - a belief that rests on grounds or evidence that make the belief less than certain, or a belief that can never be proven true or false.

All are entitled to an opinion, but not all opinions are equally good. Evidence and use of such evidence is what makes the difference. The quality and usefulness of an opinion is determined by the evidence supporting the opinion.

Examples:

I. Directions: in the list which follows, some of the sentences are statements of fact, and others are statements of opinion. Indicate to which class you think each statement belongs by placing the proper letter in the space provided for it.

F - Fact
O - Opinion

_____ 1. The Democratic party has done more for this country than the Republican party.
_____ 2. In 1939 there were two World's Fairs held in the United States.
_____ 3. Alaska is northwest of Oregon.
_____ 4. Scientific research often results in the production of new products.
_____ 5. No was has ever accomplished any good for the world.
_____ 6. A high tariff increases the prosperity of the country.
_____ 7. Only his defeat at the Battle of Waterloo prevented Napoleon from making himself master of Europe.
_____ 8. All communists in the United States are traitors to this country.
_____ 9. Dictators are never happy men.
_____ 10. The schools of today offer a broader training than did the schools of fifty years ago.

II. It is important that the critical reader be able to distinguish between statements of fact (something that can be readily proven by checking it against other information or by one's own observation), and opinion (something a person believes is so but cannot be proven beyond a doubt or agreed to by all people).

In so doing, the reader can assess the overall quality of the evidence, hence the persuasiveness of the argument.

CAUTION: An opinion which coincides with your own is still an opinion, not a fact.

Read this mid-18th century view of Boston.

Boston, the metropolis of Massachusetts-Bay, in New England, is one of the largest and most flourishing towns in North America. It is situated upon a peninsula, or rather an island joined to the continent by an isthmus or narrow neck of land half a mile in length, at the bottom of a spacious and noble harbor, defended from the sea by a number of small islands. The length of it is nearly two miles, and the breadth of it half of one; and it is supposed to contain 3000 houses, and 18 or 20,000 inhabitants...

...The buildings in Boston are in general good; the streets are open and spacious and well paved; and the whole has much the air of some of our best country towns in England. The country round about it is exceedingly delightful, and from a hill, which stands close to the town, where there is a beacon erected to alarm the neighborhood in case of any surprise, is one of the finest prospects, the most beautifully varigated and richly grouped of any without exception that I have ever seen.

The chief public buildings are three churches; thirteen or fourteen meeting-houses; the governor's palace; the court-house, or exchange' Faneuils Hall; a linen-manufacturing-house; a work-house; a bridewell; a public granary; and a very fine wharf at least half a mile long, undertaken at the expense of a number of private gentlemen for the advantage of unloading and loading vessels. Most of these buildings are handsome; the church, called King's Chapel, is exceedingly elegant, and fitted up in the Corinthian taste. There is also an elegant private concert room, highly finished in the Ionic manner...

...The established religion here, as in all other provinces of New England, is that of the congregationalists; a religion different in some trifling articles, though none very material, from the presbyterian. There are besides these, however, great numbers of people of different persuasions, particularly of the religion of the Church of England, which seems to gain ground and to become more fashionable every day. A church has been lately erected at Cambridge within sight of the college, which has greatly alarmed the congregationalists, who consider it as the most fatal stroke that could possibly have been levelled at their religion...

Arts and sciences seem to have made a greater progress here than in any other part of America. Harvard College has been founded about a hundred years; and although it is not upon a perfect plan yet, it has produced a very good effect. The arts are undeniably forwarder in Massachusetts Bay than either in Pennsylvania or New York. The public buildings are more elegant, and there is a more general turn for music, painting, and the Belles lettres.

The character of the inhabitants of this province is much improved, in comparison of what it was, but Puritanism and a spirit of persecution is not yet totally extinguished. The gentry of both sexes are hospitable and good-natured; there is an air of civility in their behavior, but it is constrained by formality and preciseness. Even the women, though easiness of carriage is peculiary characteristic of their nature, appear here with more stiffness and reserve than in the other colonies. They are formed with symmetry, are handsome, and have fair and delicate complexions but are said universally, and even proverbially, to have very indifferent teeth.

The lower class of the people are more in the extreme of this character and, which is constantly mentioned as singularly peculiar to them, are impertinently curious and inquisitive...

Singular situations and manners will be productive of singular customs, but frequently such as, upon slight examination, may appear to be the effects of mere grossness of character will, upon deeper research, be found to proceed from simplicity and innocence. A very extraordinary method of courtship which is sometimes practiced amongst the lower people of this province, and is called "tarrying" has been given occasion to this reflection. When a man is enamoured of a young woman and wishes to marry her, he proposed the affair to her parents (without whose consent no marriage in this colony can take place); if they have no objection they allow him to tarry with her one night in order to make his court to her. At their usual time the old couple retire to bed, leaving the young ones to settle matters as they can, who, after having sat up as long as they think proper, get into bed together also, but without pulling off their under-garments, in order to prevent scandal. If the parties agree, it is all very well. The banns are published, and they are married without delay. If not, they part, and possibly never see each other again, unless, which is an accident that seldom happens, the foresaken fair-one prove pregnant, and then the man is obliged to marry her, under pain of excommunication...

From Burnary, "The New Boston: Decline of Puritan Austerity," Sources of the American Republic, Vol. I, pp. 41-42.

1. Place an F before statements of fact and an O before statements of opinion.

_______ (Boston) is situated upon a peninsula, or rather an island joined to the continent by an isthmus or narrow neck of land half a mile in length...

_______ The country round about it (Boston) is exceedingly delightful.

_______ The arts are undeniably forwarder in Massachusetts Bay than either in Pennsylvania or New York.

_______ There are besides these, however, great numbers of people of different persuasions, particularly of the religion of the Church of England.

_______ The character of the inhabitants of this province is much improved, in comparison to what it was...

2. From this reading, list two statements of fact and two of opinion not yet mentioned. Explain your choices.

Fact: A.
B.

Opinion A.
B.

3. Opinions are quite frequently betrayed by emotionally-charged words, phrases like "I think" or "it seems", and excessively inclusive terms, or exaggerations like "certianly" or "undeniable." Below, list words, or phrases from the reading which tipped you off in distinguishing between statements of fact and opinion.

FACT	OPINION
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

DISTINGUISHING BETWEEN FACTS AND OPINION

Activity 1

The amount of information with which we are daily bombarded is intimidating. Newspapers, television, radio, textbooks, political candidates, advertisers, gossips, (friendly and unfriendly), propaganda agencies of every type - all are competing for our attention and belief. Some of the information which is offered is true. Some is clearly false. Much of it is opinion - but it is often masquerading as fact. We must, then exercise care in accepting the reliability of both the spoken and printed word. The exercise below may help you become more discerning in the separation of fact from opinion. In the line next to each of the statements about the U.S. Constitution, write T for True, F for False, or ? for OPINION, whichever is appropriate. Be prepared to defend your selection in a class discussion.

1. _____ The Constitutional Convention met at Philadelphia in 1787.
2. _____ The graduated income tax permitted by the Sixteenth Amendment to the Constitution is the best means of financing government expenditures.
3. _____ The Twenty-First Amendment repealed the Eighteenth Amendment.
4. _____ The Fifth Amendment protects criminals from prosectuion for their crimes.
5. _____ The President of the United States should be elected by direct popular vote.
6. _____ Freedom of speech is guaranteed in the First Amendment.
7. _____ Freedom of speech, as defined in the Constitution, means the freedom to say anything one pleases, no matter what its effect on other people.
8. _____ The best method of determining what the Constitution says is to get an interpretation from the Supreme Court.
9. _____ The Constitution of the United States is the best plan of government which man could possible devise.
10. _____ Those powers of government which are not specifically given to the states by the Constitution belong to the Federal government.
11. _____ The Constitution is only a piece of paper and a piece of paper cannot make anybody do anything.
12. _____ The Thirteenth Amendment says that Negroes cannot be enslaved.
13. _____ On the whole, the framers of the Constitution did not think the Federal government under the Articles of Confederation had enough power.

14. _____ It is unpatriotic to criticize the Constitution.

15. _____ When the Constitution says an accused person cannot be compelled to be a witness against himself, it is referring only to what he might be asked in a courtroom, and not to what he might be asked by a police officer before he is brought to trial.

16. _____ The President is empowered by the Constitution to declare war against foreign nations.

17. _____ The right to vote could be extended by Constitutional amendments to all persons over eighteen years of age.

18. _____ The Constitution is the supreme law of the land.

19. _____ The "elastic clause" of the Cosntitution has been the principle means by which the Federal government has assumed many of the powers formerly exercised by the states.

20. _____ No matter how clearly a law is written, not all people will interpret it the same way.

IDENTIFYING NEEDED EVIDENCE

SKILL DESCRIPTION

Once the hypothesis is formed relevant evidence must be gathered to determine the accuracy of the hypothesis. Evidence that either supports or refutes hypothesis is relevant. Supporting evidence would indicate the degree of accuracy of the hypothesis. Evidence that tends to refute indicated the inaccuracy of the hypothesis. Therefore, evidence is information that is some way has a bearing of the hypothesis.

Examples:

> If students have hypothesized that the ancient civilization of China was well-developed, they might suggest the following evidence for data-gathering purposes:
>
> If China's early civilization was highly developed, then:
>
> - it would have had a well-developed economic system
> - it would have had a code of behavior
> - it would have a system of writing
>
> Having made such inferences, the students now know what kinds of evidence will help them determine the accuracy of their hypothesis.
>
> If China's early civilization was not highly developed, then:
>
> - it would have only temporary dwellings
> - it would have just hunting or gathering activities
>
> No hypothesis testing is complete until both kinds of evidence have been gathered.

Activity 1

This exercise presents several important ideas about evidence. After you complete work with the exercise, you should know more about evidence and how you can use it to study political life. You may think that evidence is merely any sort of information. Evidence is usually a very specific kind of information that which is used to test your hunches about how politics operates or help answer a research question. For example, if you think that many people in your high school are becoming unhappy with the leadership, you could gather several types of evidence to test your thinking. You might look at the results of a survey of a number of students which asks their feelings about the principal. You might look at recent school newspapers and read the articles about the school administration. You might simply observe various club meetings to see how often the school administration was criticized. You could look at countless other pieces of evidence. After collecting it, you may need to modify your thinking based on what you learn. Because it helps you to test an idea, the information you gather becomes useful evidence. Evidence, then, is usually a very special kind of information, that which is useful for testing ideas or answering research questions.

Think for a moment about the vast amounts of information in our society - millions of books, pieces of art, census statistics, pictures, and surveys. As you begin to use evidence, you will realize that some types are more useful than others. The way in which evidence is collected often determines its values.

For example, in order to survey the political opinions of a large number of people in a city, it is convenient to select and survey a small sample of the citizens. If the sample is selected in such a way that it represents the population of the city, then accurate conclusions about the population can be made from a survey of the sample. Whenever you have the opportunity, attempt to find out how evidence has been collected. For example, in surveying the political opinions of a city, the opinions of your best friends would not be nearly as valuable as a sample of the active population of the city.

In addition to seeing that evidence relates to an idea and is systematically collected, it is crucial that you try to find the source of evidence. Knowledge of the source of evidence can help you in two ways. First, it can help you determine the bias of evidence. If you are researching the role of the Democratic party in American politics, you might collect a variety of newspaper and magazine articles. Depending upon who writes the articles, you would learn different things. For example, if all of the articles were written by strong Republican supporters, you would probably find many criticisms of the Democratic party. On the other hand, if all the articles you found were written by Democrats, you would find few, if any, criticisms of the Democratic party. For you to evaluate the usefulness of evidence, always attempt to identify the source.

Knowing the source of evidence can help you in a second way. If you know the source, you will be able to get more of the same type of evidence.

1. Suppose you are doing research on campaign reform in the United States a you wanted to study the recent laws on campaign spending. Where would you find copies of these laws?

____

____

2. Suppose you speculate that the school board in your city has no real interest in the schools. You decide to obtain records of the meetings. Where would you get such records?

____

____

____

3. Imagine you are doing research of the activities of a congressional committee. You determine you need to see reports the committee has written. How would you obtain the reports?

____

____

____

Recognizing the source of evidence helps to determine its bias and provides you with the needed information about where to get additional evidence. As you work with this and other exercises on evidence, consider the following criteria for gathering evidence.

1. Evidence should be clearly related to a hypothesis or a research question.
2. Evidence should be systematically collected.
3. Always find the source of the evidence--who put it together and where you can get it.

Read the following research question and the four pieces of evidence which follow it. Place a check beside each piece of evidence to indicate whether it is related to the research question.

Research Question: How much and in what ways do citizens participate in Chicago political life?

1. _____ related — newspaper editorials on citizen participation in Illinois

   _____ not related

   How would you get this evidence?

   ____

   ____

   ____

2. _____ related — an analysis of the letters written by Chicago citizens to the city government

   _____ not related

How would you get this evidence?

____

____

____

3. _____ related — number and description of civic groups active in Chicago politics

_____ not related

How would you get this evidence?

____

____

____

4. _____ related — number of yearly hospital runs to Cook County Hospital in Chicago

_____ not related

How would you get this evidence?

____

____

____

Look at the research question below and the four pieces of evidence which follow it. Place a check beside the evidence which was systematically collected.

Research Question: Do male and female students at Elks High School like their school?

1. Systematically collected? — interviewing those students who are free from 1:00 p.m. to 2:00 p.m.

_____ yes _____ no

2. Systematically collected? — administering a survey to all the male students at Elks High School

_____ yes _____ no

3. Systematically collected? — asking the principal how students like the school

_____ yes _____ no

4. Systematically collected? — surveying a random sample of student asking how they like Elks Hi[illegible] Schoo

_____ yes _____ no

Activity 2

INSTRUCTIONAL OBJECTIVES

After working with this exercise, students will be able:

1. to apply all three criteria for using evidence to distinguish more useful evidence from less useful evidence. Students, can indicate achievement of this objective by their responses to items 1-5 in this exercise.

INSTRUCTIONAL PROCEDURES

During this exercise, it will be helpful for you to refer to the three criteria for gathering evidence. They follow:

1. Evidence should be clearly related to a hypothesis or a research question.

2. Evidence should be systematically collected.

3. Always find the source of the evidence--who put it together and where you get it.

Pass out a copy of the exercise to each student. Student copies can be found following these instructions. Instruct students to read through item number 3 on page   Use the items to organize a class discussion.

1. Which evidence would be more helpful in testing the hypothesis about Hudtown?

   Only response D would be useful evidence. It is directly related to the proposition and systematically collected. Response A is not clearly related since owning a gun could serve several purposes. Response B is not useful since it only represents the Mayor's perspective. Response C is clearly not related to the hypothesis.

   Students could obtain the evidence suggested in response C by conducting an interview or contracting a polling organization to ask if they had done one.

2. Which evidence would be more helpful in answering the research question about Meltown?

   Response B would be more helpful than the other responses. Response A asks about food purchases and therefore is not directly related to the question. Response C would give only the perspective of the Mayor's staff. Response D would give information on only one type of expenditure, salaries.

   Students could get the evidence presented in B at Meltown City Hall, or possibly by attending a city council meeting.

3. What evidence would be more helpful in testing the hypothesis about Jotter High School?

   Response B contains the more useful evidence. It is clearly related to the hypothesis and it is systematically collected through an observation report. None of the other evidence clearly relates to the hypothesis. Even A, resignation letters, might not be useful. The teachers may have resigned for any number of reasons.

(Grade 7)

If the students wanted to obtain evidence presented in B, they would attend a meeting of the Teachers' Association with an observation record. They might also ask a teacher to complete an observation report and then read it.

After the class discussion of the first three items, ask the students to read the remainder of the exercise and respond to items 4 and 5. Use these items to organize a class discussion.

4. Which evidence would be more helpful in answering the research question about New York City?

   Response C would be most helpful since it is most directly related to the question. Response A, pictures, would only give you an idea of how crowded the streets and parks are. Responses A and D are not directly related to the question.

   If your students wanted to obtain the evidence in Response C, they could go to a library or write the Bureau of the Census in Washington, D. C.

5. Which evidence would be more helpful in answering the question about Lemon Prison?

   Response A contains evidence which would be more helpful than the other evidence presented. Its systematic collection and relationship to the question makes it very valuable. Evidence in B, C, and D might be useful but is not directly related to the question.

   If your students wanted to obtain the evidence in response A, they could administer a survey. They might also contact prison authorities to see if one had ever been administered.

Activity 2: Student Copy

Evidence is a specific kind of information, that which is used to test an idea or a hypothesis to help answer a research question. This exercise presents various kinds of evidence and asks you to determine which is most useful. To judge the usefulness of evidence you will need answers to the following questions.

1. Is the evidence clearly related to a hypothesis or a research question? (Evidence which clearly relates to an idea - hypothesis - or research question is most useful.)
2. Is the evidence systematically collected? (The more systematic the collection of evidence, the more reliable it is.)
3. What is the source of evidence? (When the source is known, you can determine how to locate the evidence.)

As you work with the evidence presented here, think about these questions.

Below you will see several ideas or hypotheses and research questions, each followed by four pieces of evidence. Read the material carefully. Place a check beside the evidence you would use to test each hypothesis or to help answer the research question.

1. Hypothesis: If few people in udtown participate and most are unhappy, then the leadership stays in power by the use of force.

   Evidence

   A) the number of guns owned by residents of Hudtown.
   B) a series of newsletters put out by the Mayor's office.
   C) the attitudes of random sample of citizens toward the rising prices of gasoline.
   D) interviews with citizens chosen at random and asked about the amount of force used by the leaders in the town.

Explain your choice of evidence:

____

____

____

____

Now that you have decided what evidence would be most helpful, how would you get this evidence?

____

____

____

____

2. Research Question: In Meltown what does the city government spend its money for?

Evidence

A) Interviews with all the food store owners asking them how often the city spends money at their stores.
B) Records of all expenditures made by the city government.
C) The opinion of a member of the Mayor's staff who has recently been fired.
D) The salaries of all city officials.

Explain your choice of evidence:

____

____

____

____

Now that you have decided which evidence would be most helpful, how would you get this evidence?

____

____

____

____

3. Hypothesis: If the Principal at Jotter High School makes many decisions, then he can decide to fire teachers whenever he wants to.

Evidence

A) Resignation letters of ten teachers.
B) Observation report of a meeting of the Teachers' Association where they discussed hiring and firing at Jotter High.
C) A biography of Mr. Toller, principal of Jotter High.
D) The attendance figures for the Jotter homecoming football game.

Explain your choice of evidence:

____

____

____

____

Now that you have decided which evidence would be most helpful, how would you get the evidence?

Before moving on to the following two research questions, your class should discuss answers to items 1, 2, and 3. In the discussion it should become clear why some of the evidence presented is more useful than other evidence. If you do not understand why some evidence can be very useful while other evidence is not as useful, ask your teacher for help. After you have completed the discussion, go on to the next two items.

4. Research Question: How many people live in the city of New York, today?

Evidence

A) pictures of New York City.
B) books about the population of New York City in 1900.
C) the most current census figures which contain the population of New York.
D) the number of people who live and work in the downtown section of New York City.

Explain your choice of evidence:

Now that you have decided what evidence would be most helpful, how would you get this evidence?

5. Research Question: Do the prisoners in Lemon Prison like Warden Curt?

Evidence

A) a survey of all the prisoners at Lemon which focuses on their feelings about Warden Curt.
B) an interview with Warden Curt
C) pictures of Lemon prison taken from an airplane flown by a prisoner.
D) the observations of a visitor to Lemon prison.

Explain your choice of evidence:

____

____

____

____

Now that you have decided what evidence would be most helpful, how would you get it?

____

____

____

____

Activity 3

INSTRUCTIONAL OBJECTIVES

After working with this exercise, students will be able:

1. to recognize and apply the criteria for using evidence to determine evidence which is most useful for testing a hypothesis or answering a research question. Students can indicate achievement of this objective by their responses to items 1-5 of this exercise.

INSTRUCTIONAL PROCEDURES

Divide the class into groups of 5 or 6 for this exercise. Then, pass out a copy of the exercise to each student. You will find copies following these instructions. Ask your students to read through item 2 and respond in writing to number 1 and 2. Use them to organize a class discussion.

1. Which evidence is most useful in testing the hypothesis about Fala?

   Response B contains the most useful evidence. The evidence it contains is the most representative of all the evidence presented.

   Students might obtain this type of evidence by doing a survey themselves.

2. Which evidence is most useful in answering the question about Volger High School?

   Response C contains the most useful evidence. Response A and B do not contain evidence which is as representative as the evidence in Response C.

   Students might obtain this type of evidence from the school office at Volger.

After you have discussed students responses to item 1 and 2, ask students to read the rest of the exercise. Together with the other members of their group, they should respond to the written exercises. Use the items to conduct a class discussion.

3. What evidence would you use to test the hypothesis, "If New York is running out of money, then the Mayor must be wasting it"?

   Useful evidence might include:

   - newspaper reports about the Mayor's expenditures of city money
   - the budget for the City of New York
   - an interview with the Mayor about the administrations' expenditures
   - the Mayor's experience in managing a budget

4. What evidence could you use to answer the research question, "How are political resources distributed among groups at Colman High School"?

   Useful evidence might include:

   - the amount of money controlled by the principal
   - the amount of money controlled by the teachers and students
   - types of people who attend important meetings
   - types of people who come up with useful ideas at Colman

5. What evidence would help answer the research question, "How does the City Council in Hilltown maintain the respect of the citizens?"?

Useful evidence might include:

- -interviews with residents of Hilltown
- -the observation report of a woman who visited Hilltown to see how the citizens respected the government
- -a survey of a random sample of citizens asking them how well they respect their government
- -newspaper reports about citizen respect for the government in Hilltown

Activity 3: Student Copy

For this activity you will work in a group with several other students. This exercise presents several hypotheses and research question, each followed by several descriptions of evidence. It also contains a fourth criterion of useful evidence--evidence should include the widest representation of data possible. For example, if you want the opinions of the students at Clearwater High School, interviewing 50 students would be more valuable than interviewing 2 students. Also interviewing a random sample of students would give you a better representation of student attitudes than interviewing your best friends. They would be likely to have the same opinions as you hold.

As you read through the evidence, you will find all of it to be helpful. After each hypothesis or research question, identify the evidence which would be most helpful in testing the hypothesis or answering the research questions.

1. Hypothesis: If citizens of the nation of Fala know little about their government, then the government must be keeping information from them.

Evidence

A) a tape recording from a meeting where the leaders of Fala decide about the price of beef
B) a survey of a random sample of citizens asking their opinion about their government
C) a tape recording of several government meetings and the published minutes of those meetings
D) newspapers from Fala

Explain your choice of evidence:

____

____

____

____

Now that you have decided what evidence would be most helpful, how would you get this evidence?

____

____

____

____

2. Research Question: How frequently do people communicate at Volger High School?

Evidence

A) memos sent between people at Volger High.
B) the number of telephone calls from parents to the school administration

at Volger
C) a list of all the meetings and written communication between students, teachers, and administrators at the school
D) the number of times in a year that students cut classes at Volger.

Explain your choice of evidence:

____

____

____

____

Now that you have decided what evidence would be most helpful, how would you get this evidence?

____

____

____

____

Before moving on to the next two research questions, discuss answers to items 1 and 2. In the discussion, it should become clear why some of the evidence presented is more useful than other evidence. After you have completed the the discussion, refer to the items below. Following the hypotheses and questions, suggest at least four pieces of evidence which would be useful in testing the hypothesis or answering the research question. Work with the other members of your group as you list the evidence.

3. Hypothesis: If New York is running out of money, then the Mayor must be wasting it.

Evidence

1. ____________________________________

____

2. ____________________________________

____

3. ____________________________________

____

4. ____________________________________

____

4. Research Question: How are political resources distributed among all groups at Colman High School?

Evidence

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

4. ______________________________

____

5. Research Question: How does the City Council in Hilltown maintain the respect of the citizens?

Evidence

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

4. ______________________________

____

RECOGNIZING BIASED STATEMENTS

Skill Description

Nearly everywhere and almost all the time all of us are confronted with statements which are exaggerated or twisted or biased because of the emotional attitude of the person who makes them. Sometimes we ourselves make statements which are more the result of our emotional complexes than of our reasoning. Sometimes emotionally toned statements are easy to detect and sometimes they are so subtle that it is hard to identify them as such.

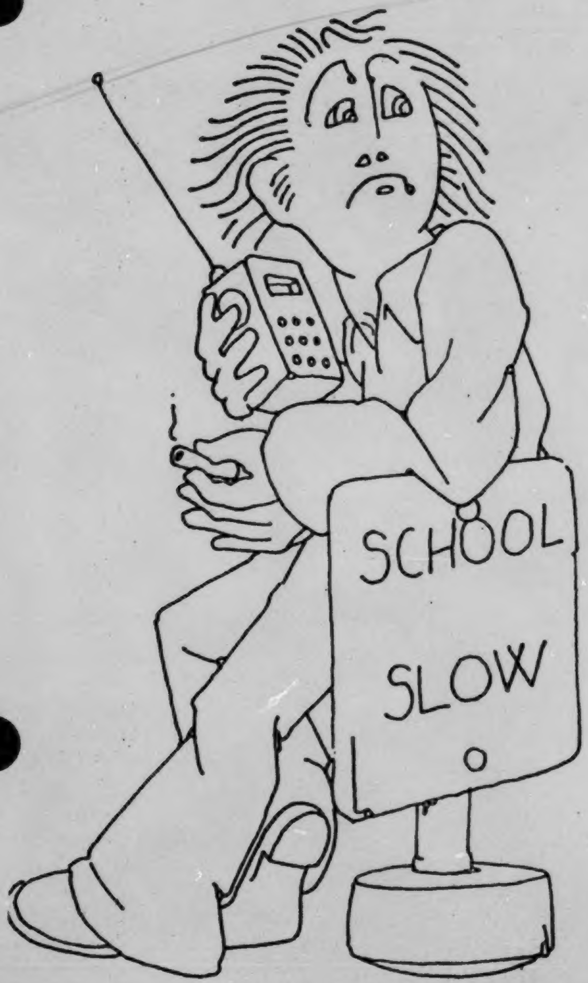
In this section the attempt has been made to gather a series of statements on the same general topic, some of which reveal a strong emotion bias on the part of the writer, and others of which indicate that the writer was attempting to be reasonably fair and objective in making his observation. Practice in distinguishing between the biased and the more thoughtful statements will provide opportunity to stimulate interest and growth in critical skills.

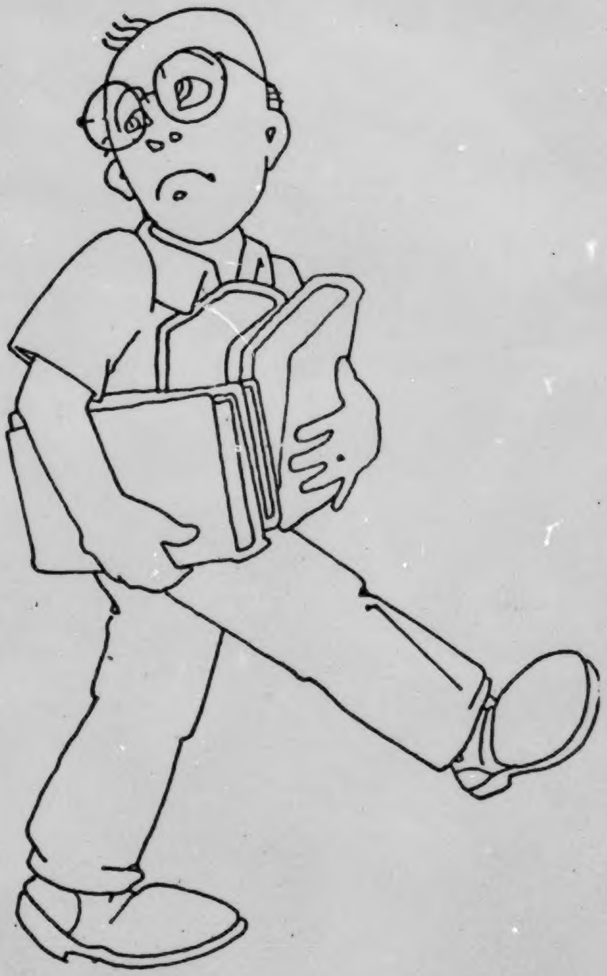
DIRECTIONS:

The following statements have been clipped from the sections of representative newspapers entitled "Letters to the Editor." Go through the list and if in your judgement the statement is based on emotion or prejudice, indicate the same by placing the letter E (for "emotion") opposite the number of the statement. On the other hand, if the statement seems to you to be based on fact and if it appears that its author was not emotionally biased, indicate the same by placing the letter T (for "thought") opposite the number of the statement.

(T) 1. The irony of the growing appeal of conservatism and repression in the quest for law and order is that conservative societies have historically been the breeding ground for violent revolution.
(E) 2. Most of the people on relief are shiftless, lazy, and unwilling to work even if they have the chance.
(E) 3. One lesson of history is clear, "Don't trust a Communist."
(T) 4. America has always prided itself as being a land of opportunity and a haven for refugees.
(T) 5. Is it a mark of a great country to spend eight times as much on "defense" as it does on social welfare?
(E) 6. Everyone who works for a living is a slave to our Federal Reserve System, which controls our supply of money.
(T) 7. No nation can now provide true welfare for its people without continuous cooperation with other nations.
(E) 8. This country has never yet lost a war, and so we should not be scared of what the Russians may do.
(T) 9. The United Nations is reaching a crucial point in its development.
(E) 10. The real trouble with the United Nations is that its policies may be controlled by representatives of a lot of new countries who have no political experience or wisdom.

Activity 1





Can you tell the difference between opinions based on bias and reason?

People do not always base what they say and do on reason alone. Often their emotions play a part in the way they act. When they base their actions mainly on emotions, this is called bias.

Some of the statements show a strong emotional bias. Others show more reasonable thinking. Write an "E" (emotion) next to the statements based on emotion or prejudice. Write an "R" next to the statements based reasonable consideration of the facts.

_____1.School doesn't do any good.
_____2.Some students are more able t
do well in school than others
_____3.My hair looks better long.
_____4.The U.S. has many problems an
is trying to solve some of th
_____5.Older people don't know what
they're doing most of the tim
_____6.A person should be judged on
how he deals with others.
_____7.Rich people are stuck-up and
unable to act human.
_____8.Who cares about what happened
in the past?

Activity 2

When people make statements, either spoken or written, they are trying to tell other people something. Usually writers and speakers think carefully about their subjects before they make statements. But sometimes people become emotionally involved in the subjects that they are making statements about. If people have very strong feelings about a subject, they may make statements that they would not make if they were thinking carefully. For example, consider how some people are speaking in the following incident:

> The score was tied 3 to 3 in the last inning of the district championship seventh-grade baseball game. There was a runner on third base. There were two outs.
>
> It was Joe's turn to bat. He was nervous. If he could just get a base hit--any kind of a base hit--he could drive in the winning run and his school would win the championship.
>
> The pitcher wound up and threw. Joe swung and hit the ball. It bounced slowly to the shortstop.
>
> Joe took off for first base. He was sure he would make it before the shortstop could throw the ball to the first baseman. Joe ran. The shortstop threw. It was a close play.
>
> "Out!" yelled the unpire.
>
> Joe ran back to the unpire. "But, Ump, I hit the base and took three steps before the ball the the first baseman's glove!" Couldn't you see that? You can"t see anything! You're blind as a bat! You should be sent to the salt mines and never be allowed to come out!"
>
> The first baseman snickered over his shoulder and said, "Aw, shut up, crybaby, we had you out by six feet."

How could two people involved in the same play make statements that are so different? Joe said he beat the throw by three steps--yet, the first baseman said that the throw beat Joe by six feet.

The answer is that both players had very strong feelings about the play. Joe wanted very badly to get to first base. The first baseman wanted very badly to get Joe out. This caused them to say things that they would not have said if they had thought carefully before they spoke.

Consider the other things Joe said about the umpire. Did he really mean them? Of course not. Joe knew that the umpire could see. The statements "You can't see anything" and "You're blind as a bat" came out of his strong feelings. When people speak or write about subjects that they feel very strongly about, they may say things that are not exactly true.

Here are seven statements made by students about their schools. Read each one. If you think a statement was made after careful thinking about the subject, circle the word "Thinking." If you think the speaker's strong emotions about the subject are behind the statement, circle the word "Feeling."

1. Thinking Feeling I go to Washington, and it's the best school in the world.

2. Thinking Feeling Lincoln students are tops.

3. Thinking Feeling Our school has more magazines in its library than any other school in our town.

4. Thinking Feeling I went to Jefferson last year and they have the stupidest social studies teachers in the world.

5. Thinking Feeling There are so many kids in my school that it's like a zoo.

6. Thinking Feeling My school has more students than any other junior high in the district.

7. Thinking Feeling Our lunches are the world's worst.

Activity 3

People have strong feelings about many social issues. One of these issues is the right that 18 year-old people should have. Some people believe that 80 year olds should be able to do anything that adults do. Others believe that people should wait until they are 21 before they are permitted to do anything that adults can do.

Below are five statements about this subject. If the statement seems to have been made after careful thought, circle the word "Thinking." If the statement seems to come from strong emotions, circle the word "Feeling."

1. Thinking Feeling Most 18 year-old people today have gone to school for more years than their parents did.

2. Thinking Feeling It will ruin our country if we let those sloppily dressed 18 year-old punks vote.

3. Thinking Feeling If the 18 year-olds are allowed to drink beer and liquor, we will have more drinking drivers on our highways.

4. Thinking Feeling If 18 year-olds are old enough to fight in wars for their country, they are old enough to vote.

5. Thinking Feeling No 18 year-old kid has enough sense to know how to vote.

ASKING USEFUL QUESTIONS

Skill Description

Questions guide one's inquiry. The better the question, the better the inquiry. Asking useful and clearly-stated questions is essential to good inquiry. In other words, if you ask the wrong questions, you can't help but get the wrong answers. Therefore students must develop their skills of asking good questions.

The Concept Task Group has worked on helping students ask good questions that are derived from concepts. Here we are concerned about asking good questions in general.

The following activity is designed to introduce the skill of question asking. After the lesson, students should be able to identify questions that can be answered with data gathered by a survey study.

Suppose that you want to do a survey study about political influence in your school. What are good questions that you might seek to answer? Look at the following four pairs of questions and indicate (1) the better question in each pair; and (2) the reasons for your evaluation of each pair of questions.

1. a. What proportion of the students in our school believe that they have a high level of political influence in the school?
   b. Who has a big clout in our school?

2. a. Are students with big feet more likely than those with small feet to be influential?
   b. Are female or male students in our school more likely to believe that they have a high level of political influence in the school?

3. a. What type of political influence pattern exists in our school?
   b. Is the pattern of political resources in our school more or less similar to the pattern of political resources found in one of these types of political systems: elite, bureaucratic, coalitional, participant?

4. a. Does the captain of the basketball team believe that he has a high level of political influence in the school?
   b. What proportion of the students in our school believe that they have a high level of political influence in our school?

The better questions in each pair are: 1a, 2b, 3b, and 4b. The better questions have three characteristics in common? (1) they are clear, (2) they are significant, and (3) they are about a large number of people.

A clear question is easily understood. It helps you to focus exactly on what you need to know to answer the question. In contrast, an unclear question is like a poorly focused moving picture which is seen as a confusing blur on a movie screen.

Question 1b is not as clear as 1a. It is more general and vague than question 1a. In addition, question 1b includes slang words, "the big clout," which are ambiguous. These slang words may mean different things to different people.

Question 3a is not as clear as question 3b. It is more general and vague than 3b as it does not specify exactly what "type" refers to.

Both questions 2a and 2b are clear. However, question 2a is not very significant. A significant question is worth knowing about. Before spending your time, effort, energy to answer a question, you should always ask: What difference will it make to anybody if I answer this question? Will anybody care about the answers? Or, will people say, "so what" when you are finished with your work?

How can you tell whether a question is significant or not? Common sense can help sometimes. For example, it would be foolish to spend much time or effort trying to answer this question: Are the shoe sizes of Democrats larger than the shoe sizes of Republicans? You could answer this question, but if you did, people would be likely to say SO WHAT?

What is or is not a significant question often depends upon who you are and what you need to know. For example, an answer to question 2b might be very significant to people interested im comparing the political behavior of females and males. To some others, it might be a "so what" question.

Both questions 4a and 4b are clear and many people would consider them to be significant. However, not all clear and significant questions are answered through a survey study. It is very important to fit your method of knowing to your question. An inquirer who applies the wrong methods to a question is like a workman who uses the wrong tool; for example, like a mechanic who tries to turn screws with a chisel instead of a screwdriver. Remember that survey studies are used to answer questions that pertain to a large number of people, such as question 4b. In contrast, question 4a can be answered through an interview of one person. Thus, the survey method doesn't fit this question.

Activity 1

INSTRUCTIONAL OBJECTIVES

After working with this exercise, students will be able;

1. to identify and apply the criteria for asking good questions by analyzing questions which illustrate these criteria. Students can indicate achievement of this objective by their responses to the items in this exercise.

INSTRUCTIONAL PROCEDURE

You will find student copies of this exercise following these instructions. As you work through this exercise, refer to the following four criteria for asking good questions.

1. Questions should be clearly related to a proposition.
2. Questions should be significant--answering them must yield useful and important information.
3. Questions should be clearly and precisely stated.
4. Questions should be unbiased.

1. Have students read through the exercise without responding to any of items which call for writing.

2. After all students have finished reading, have them respond to the items related to te Fred Osborn-Sergeant Howard interview. Then, use them to organize a class discussion.

3. Based upon this interview, what do you know about crime in Maya?

   Students will probably respond that the interview yielded only a small amount of information. Have them explain why they felt the interview was inadequate. Hopefully, your students will indentify many of Fred Osborn's questions as very poor.

4. What questions were most useful to Fred Osborn in gathering information about crime in Maya?

   The question which yielded the most information was question C. The others were either irrelevant or not clearly stated.

5. Discuss each question with students and ask them what the weakest aspects each question are. Each question is analyzed. Refer to aspects of this discussion when necessary.

6. Ask various students how they rewrite questions A, B, D, and E to fulfill the criteria for asking good questions. Sample rewritten questions appear on the next page.

	Original Question	Rewritten Question
Question A	"How long have you been a police officer?"	"How have you reacted to increased crime?"
Question B	"How many kids do you have?"	"Are young people more responsible for the increase in crime than old people?"
Question C	"How do you deal with crime?"	"How do the police deal with crime?"
Question D	"How do the police deal with long-haired radicals?"	"How do the police deal with terrorist groups?"

7. After you have completed the discussion of the Fred Osborn-Sergeant Howard interview have students apply what they have learned. Ask them which of the two questions on page I-90 is a better question.

Question two is a better question because its reference to managers clearly relates it to the proposition which focuses on leadership.

Activity 1: Student Copy

In the following interview, a man named Fred Osborn asks a policeman four questions about the rapidly increasing rate of crime in Maya, Louisiana. Fred is a citizen of Maya and thinks that the policeman, Sargeant Howard, can tell him about the problems of crime in the city. He has prepared five questions which he asks in the interview below. Read the interview carefully. You will be relying on Fred's questions to gather information about crime in Maya. When you finish, answer the questions which follow the interview.

A. Fred Osborn: "I think you know that I'm interested in knowing about crime in Maya. Tell me, Sargeant, how long have you been a police officer?"

Sargeant Howard: "Twenty-four years."

B. Fred Osborn: "Do you have any kids?"

Sargeant Howard: "Yes, I do, a girl 14 and twin boys, 16."

C. Fred Osborn: "Sargeant Howard, which crimes occur most frequesntly in our city?"

Sargeant Howard: "Violent crimes, particularly robbery and rape. Many of the other crimes including drug offenses have declined. I attribute most of the rise in robberies to increased unemployment."

D. Fred Osborn: "How do you deal with crime, Sargeant?"

Sargeant Howard: "I'm not sure I know what you mean, sir. Do you mean how do I personally and individually try to prevent crime, or how the police in Maya try to control crime?"

E. Fred Osborn: "How does the police force deal with long-haired radicals?"

Sargeant Howard: "Mr. Osborn, surely you should know you cannot judge a person by the length of their hair."

1. Based upon this portion of the interview, what do you know about crime in Maya?

2. Which questions were most useful to Fred Osborn in gathering information a[illegible] crime in Maya?

Asking questions can be very useful procedure in collecting information. Fred Osborn illustrates that some questions can be much more valuable than others. For example, you probably found that of the five questions Fred asked, C was the most useful in gathering information about crime in Maya. However questions A, B, D and E did not yield very much information.

In formulating questions, you need to specify what you want to know. Fred Osborn wanted to know about the increasing rate of crime in Maya, Louisiana. Questions, then, should be clearly related to a proposition. Question A - "How long have you been a police officer?" fails to meet this first requirement. It in no way relates to the proposition of increased evidence of crime in Maya. Any answer to this question would be of little help to Fred. Write a question which is more clearly related to the proposition.

____

____

____

In addition to being related to a proposition, questions need to be significant - answering them must yield useful and important information. Question B - "How many kids do you have?" violates this rule. What difference does it make if Sargeant Howard has three children or ten children, or no children? This information is not significant. In the space below write a question which is more significant than Question B.

____

____

____

Another criterion for asking questions is clarity - a question needs to be clearly and precisely stated. Look at Question D - "How do you deal with crime, Sargeant?" This question is not clear. It is uncertain whether Fred Osborn wants to know how the police generally handle crime problems or how Sargeant Howard specifically handles crime. In his response, Sargeant Howard indicates that the question is unclear and he is unable to respond to the question as stated. In the space below, write a question which is more clear than Question D.

____

____

____

A final criterion for asking questions is that questions remain as unbiased as possible. Often a slanted or biased question will not yield very much information. Refer to Question E - "How do the police deal with long-haired radicals?" The question prompts Sargeant Howard to point out the bias to Fred Osborn. Even if Sargeant Howard had answered the question, the answer would not have been very valuable except to those people who think all radicals have long hair.

In the space below write a question which is less biased than Question E.

____

____

____

Remember the four criteria for asking good questions:

1. Questions should be clearly related to a proposition.
2. Questions should be significiant--answering them must yield useful and important information.
3. Questions should be clearly and precisely stated.
4. Questions should be unbiased.

Suppose you wanted to know about the decreased amount of communication among the leadership of a business corporation. Which of the following two questions would be the best question to ask? Explain your answer in terms of the four criteria for asking good questions.

Question 1: How often do people meet at this company?

Question 2: Do the managers of the company share information in making decisions?

The Better Question Is:

_____ #1 _____ #2

Explain your answer in this space:

____

____

____

____

Activity 2

INSTRUCTIONAL OBJECTIVES

After working with this exercise students will be able:

1. to identify the criteria for asking good questions by analyzing given questions. Students can demonstrate achievement by their responses to the first half of items 1-5.

2. to apply the criteria for asking good questions by rewriting bad questions. Students can indicate achievement of this objective by their responses to the second half of items 1-5.

INSTRUCTIONAL PROCEDURES

You will find student copies of this exercise following these instructions. As you work through the exercise, refer to the following four criteria for asking good questions.

1. Questions should be clearly related to a proposition.
2. Questions should be significant--answering them must yield useful and important information.
3. Questions should be clearly and precisely stated.
4. Questions should be unbiased.

1. Have students read through question number 3, writing the criteria each question fulfills and rewriting the question if necessary.

2. Have a class discussion of questions 1-3. The following information will help guide the discussion. It indicates the criteria fulfilled by each question and presents rewritten questions where necessary.

	Criteria Fulfilled	Rewritten Question
Q. 1	1, 2, 3, 4	
Q.2	1, 2, 3	"How can a person be certain a given resolution will ever pass the council?"

Taking our the word "lazy" makes the question less biased.

Q.3	1, 3, 4	"Tell me, Mr. Clarke, do you prefer expensive hobbies?"

The answers to this question are more significant than the answers to the original question.

3. After you have completed the discussion give the students a chance to appl what they have learned by responding to items 4 and 5. Use the answers be to guide a discussion.

	Criteria Fulfilled	Rewritten Question
Q.4.	1, 2, 4	"Do you condone bribery?" This question is more clearly stated than the original question.
Q.5.	1, 2, 3, 4	

Activity 2: Student Copy

Following are five questions which a reporter named Gail Nicholes wants to ask of a member of the city council. For months Gail had suspected that this member, Ray Clarke, accepted bribes from local businessmen. Gail wants to ask these questions of Ray to see if her suspicions are correct.

Read the questions carefully. Remember, Gail wants to find out as much as she can about Ray's ties with big business. As you read, think about the four criteria for asking good questions:

1. Questions should be clearly related to a proposition.
2. Questions should be significant--answering them must yield useful and important information.
3. Questions should be clearly and precisely stated.
4. Questions should be unbiased.

After reading each question, state which criteria you felt it fulfilled. If it did not meet all four criteria, rewrite the question.

1. "Mr. Clarke, what are all of the sources of your income?"

Criteria fulfilled:

____

____

____

Rewritten question (if necessary):

____

____

____

2. "How can a citizen be certain a given resolution will ever pass this lazy council?"

Criteria fulfilled:

____

____

____

Rewritten question (if necessary):

____

____

____

3. "Tell me, Mr. Clarke, do you prefer comedies to adventure stories?"

Criteria fulfilled:

Rewritten Question (if necessary):

After you have completed working with questions 1, 2, and 3, stop. Your teacher will discuss these questions. You should participate in this discussion by sharing your answers with the class. Be certain that you understand the criteria which each questions exhibits. Then go on to read questions 4 and 5. Determine the criteria each question fulfills and reqrite the question if necessary.

4. "Does the city council condemn bribery or do you condone it?"

Criteria fulfilled:

Rewritten question (if necessary):

5. "What are the names of the business associates with whom you spend your time?"

Criteria fulfilled:

Rewritten question (if necessary):

DISTINGUISHING BETWEEN PRIMARY AND SECONDARY SOURCES

Skill Description

People relate the social sciences to a body of established facts. History, to many, is nothing more than a conglomeration of materials that record events. It is important for teachers, then, to help students make a distinction between two types of sources, primary and secondary.

Primary source material would be categorized as personal narratives, diaries, memoirs, eye witness accounts, documents, etc. They make the past come alive, and for the student they have the implicit message that his society was fashioned by people with many of the same beliefs, drives, and feelings as adults in his own world. Secondary sources are different from primary sources in that they use a writer's imterpretation of what happened. Students must be aware that these sources might contain biased statements.

In considering written accounts from which is derived accurate knowledge of the facts and events of history, it is necessary to distinguish between primary and secondary sources. The ability of a student to distinguish between sources is usually an indication that the student has used source materials and understands what they are.

Example:

> Go through the following list carefully. Write the letter "P" beside those items which you think should be classified as primary sources. Write "S" beside those which you think should be classified as secondary sources.

1. The Treaty of Versailles.
2. Gone With the Wind by Margaret Mitchell, a novel depicting conditions in the South at the time of the Civil War.
3. A newspaper editorial concerning the Munich Pact of 1938.
4. Napoleon, a biography written by Emil Ludwig,
5. The Constitution of the United States.
6. The newspaper test of one of President Roosevelt's "Fireside Chats," a radio broadcast.
7. The Congressional Record
8. The Rosetta Stone used as a key to the early Egyptian language.
9. Adolph Hitler's autobiography, Mein Kampf.
10. Ivanhoe, a novel written by Sir Walter Scott.
11. A history textbook.
12. George Washington's diary.
13. Baked clay tablets inscribed with cuneiform characters, used about 3500 years ago by writers.
14. Paul Revere's Ride, a poem written by Longfellow.
15. The Dictionary of American Biography.
16. The Charge of the Light Brigade, a poem written by Tennyson.
17. Photographs of the moon taken by the Gemini space crew.
18. A papyrus roll used by the Egyptians.
19. Radio broadcast of the signing of the Magna Carta.
20. TV broadcast of the Democratic presidential nominating convention.
21. A televised broadcast of a baseball game.
22. A statement that some Germans destroyed works of art in occupied countries during World War II, taken from the indictment of the International Military Tribunal.

(Grade 7)

23. A description of how the cave dwellers mixed the paints they used to draw pictures on the walls of their caves.
24. A list of candidates on an election ballot.
25. A news commentator's account of how the Russian delegates were instructed to vote in the United Nations session.
26. A motion picture of the daily customs of the Australian Aboriginies.
27. An historical motion picture showing the effect on the Indians of the sight of the first Spanish ships in the New World.
28. A sales slip from a grocery store, listing purchases and prices made on a telephoned grocery order.

DISTINGUISHING BETWEEN PRIMARY AND SECONDARY SOURCES

Activity 1

MODEL KIT
FUN
EASY
MODEL WRIGHT FLYER
GLUE
GLUE
PAIN

Can you tell primary from secondary sources of information? Information about the past comes from two different types of sources. A primary source is firsthand, eyewitness knowledge. A secondary source is secondhand knowledge. Write a "P" before each source that is primary. Write a "S" before each that is secondary.

_____1. Closeup photograph of the moon taken by an astronaut.
_____2. Model of the Wright brothers' first airplane.
_____3. A written description of how cavemen kept their families safe from prehistoric animals.
_____4. George Washington's diary for the Revolutionary War years.
_____5. A TV play about the signing of the Declaration of Independence.
_____6. A photo of the bombing of Pearl Harbor in 1941.
_____7. A newspaper cartoon about the bombing of Pearl Harbor.
_____8. A wagon wheel from one of the stagecoaches used in the Western frontier days of the U.S.

Activity 2

Information can be obtained from one of two kinds of sources: primary and secon[illegible]y.

A primary source is a firsthand or original source. A primary source can be a person (for example, an eyewitness to an event), a document (for example, a letter or birth certificate), or an audiovisual record (for example, a tape recording, motion picture, or photograph).

Suppose you wanted to find out what you were like when you were five years old. You could use many sources of information. Eight of them are listed below. Some of them could provide you with firsthand information aobut what you were like as a five-year-old; others could not. Look carefully at this list and circle the letters next to the primary sources of information.

A. Family photographs of your fifth birthday party

B. A photograph of your father when he was five years old

C. A drawing of your family tree

D. A tape recording of your fifth birthday party

E. A diary written by one of your parents during the year you were five.

F. A story you wrote about yourself when you were in the sixth grade

G. A report about you written by your kindergarten teacher

H. A picture you drew in kindergarten

Activity 3

A primary source is a firsthand or original source of information.

A primary source of information about an event might be a person who was present at the time and remembers what happened. Or it might be a report written during or just after the event by an eyewitness. A film, photograph, or tape recording of an event would also be a primary source.

Suppose you wanted to find out what your family was doing on the day before you were born. You might try to get information from a number of people. Eight of them are listed below. Some of them might have firsthand information about what you want to know; others would probably not have firsthand information. Circle the letters in front of all the people who might be primary sources.

A. Your parents

B. Your grandparents.

C. An older brother or sister

D. Your best friend, who moved into town last year.

E. An uncle or aunt

F. Your social studies teacher

G. A neighbor who has lived next door to your family for 20 years

H. Your kindergarten teacher

Activity 4

A secondary source provides secondhand information. Any information that is not obtained from a primary, or original, source is said to come from a secondary source.

Suppose you hear that there has been a fight in the school cafeteria. If the person who told you about it actually saw the fight, that person is a primary source of information. But if that person heard about it from some other person who supposedly saw the fight, you are getting information about the fight from a secondary source.

As you can imagine, a secondary source is not likely to be as reliable as a primary source. However, certain kinds of information are difficult or impossible to obtain from primary sources. For example, suppose you wanted to write a report about how cave men lived. Since the cave men did not use written language as we know it, no primary-source documents are available. Methods of recording events on film and tape had not been invented when the cave men lived, and there certainly are no surviving eyewitnesses. In doing research for your report you would have to use secondary sources.

You don't have to go back as far as the cave men to find situations in which it is difficult to use primary sources. If you wanted to find out something about your own great-great-grandparents, for example, you might not find many living people who remember them. You would probably have to rely in part on secondary sources.

Below are listed sources that you might use to find information about your great-great-grandparents. Circle the letters in front of all secondary sources.

A. Photographs of your great-great-grandparents.

B. Letters written by your great-great-grandparents.

C. Your Aunt Susie, who didn't know them but has heard a lot of stories about them.

D. Newspaper clippings about your great-great-grandparents' wedding and funerals.

E. An article in a current historical magazine about the town where they lived.

F. Your grandmother, who used to spend summers at your great-great-grandparents' house when she was a little girl.

G. A painting of your great-great-grandmother, done from a photograph of her.

Activity 5

A secondary source provides secondhand information. Information that was not obtained from a primary, or original, source must have come from a secondary source.

One example of a secondary source is a book review; the primary source is the book itself. Another example of a secondary source is a newspaper columnist's summary of an important speech; the speech itself is the primary source.

Suppose you were writing a class report about people's views on income tax reform. One night you watch a television talk show on which Senator Smart is discussing this issue. You hear the senator say, "I think income tax loopholes ought to be abolished." The next morning you read a newspaper account of the senator's remarks. The headline reads: "Senator Smart Calls for Abolishing Income Tax."

The television talk show was a primary source of information. You saw and heard the senator state his opinion. The newspaper headline was a secondary source because you were getting Senator Smart's views secondhand--the headline writer was telling you (incorrectly, in this case) what he thought the reporter said he heard the senator say.

Although it is usually better to use primary sources, it is not alwasy easy or even possible. For example, many people are interested in finding out about their ancestors. They might want to know when their ancestors first came to this country and where they lived before they came here. If your ancestors came here a very long time ago, there is probably no one living who remembers when they came or where they came from. You would have to use a lot of secondary sources.

However, remember that primary sources are not always human beings. Documents and various kinds of legal papers can be primary sources too, if they were made during the lifetimes of the people you are looking for imformation about.

Some sources of information you might use to try to find information about your ancestors are listed below. Circle the letters in front of the secondary sources.

A. A ticket used by your great-great-grandfather that shows where and when the ship he arrived on began and ended its trip.

B. Your Uncle Harry, who remembers that his grandmother told him where the family lived back in the old country.

C. Birth certificates that show when and where some of your ancestors were born.

D. A family history written by your cousin.

E. A family-tree quilt made by your great-aunt.

F. Your grandfather, who remembers some of the records of births, deaths, and marriages in the old family Bible, which was destroyed in a fire 40 years ago.

Activity 6

Information can be obtained from one of two kinds of sources: primary and secondary.

Suppose you've been hearing a lot of talk about a big fight after school yesterday. Sometimes you heard that it was a fistfight. Some people said that one kid stabbed another. Other people said that there really wasn't a fight.

When you get home, you tell your parents about the fight and they want to know exactly what happened. They ask you to tell them what you know. They also want to know who told you about the fight. They want to know who actually had firsthand information about the fight.

You tell your parents each of the following things:

_____1. You first heard about the fight from the kid who has his locker next to you. He heard that there was a big fight.

_____2. A little later in the day, your best friend (who rides the school bus with you) told you he heard that one of the kids was stabbed.

_____3. Between classes you heard some more stories from kids who were sure that someone was stabbed.

_____4. At lunchtime there was much talk of the fight. One of your friends who stayed after school for wrestling practice didn't actually see the fight.

_____5. Another friend who stayed after school for math makeup said he heard a lot of noise from the football field, but he didn't actually see a fight.

_____6. The fight was discussed in your afternoon classes. Many of the kids who rode the bus home with you insisted that someone was stabbed after school.

_____7. One teacher said that when he left school there weren't any kids around and no one was fighting.

_____8. After school you talked to the school bus driver, who also works at the school as a janitor. He said he didn't see a fight when he came back to work at the school after driving the bus.

_____9. As you are talking with your parents, two more of your friends come over. They said that as they had walked home last night they had seen two boys pushing each other around on the football field. No one was hurt.

____10. Your parents call the school principal. She says she thinks there was a small fight after school, but that to her knowledge there was no stabbing.

Go back over the list of people who said something about the fight. Print a "P" in the space before each one who had firsthand information. Print "S" in front of each one who didn't have firsthand information. The people you identified with a "P" are primary sources. The ones identified with an "S" are secondary sources.

Activity 7

Imagine that a famous person has had an auto accident. You are on a jury that is trying to decide whose fault the accident was. Many people are willing to tell you what they know about the accident. However, only some of these people will be helpful to you in your job of deciding who is guilty.

You and the other members of the jury decide that only people who have firsthand information will be helpful to you. Your job is to decide which of the following people can provide firsthand information.

Identify the people below who have firsthand information (primary sources) with a "P". Identify people who don't have firsthand information (secondary sources) with an "S".

_____1. The famous person who had the accident is willing to tell you his side of the story.

_____2. The person who was driving the other car is willing to tell her side of the story.

_____3. A person who read about the accident in the paper is willing to talk with you about it.

_____4. The son of the famous person is willing to talk with you even though all he knows is what he has heard from his parents.

_____5. A truck driver who came upon the accident as the cars were being towed away will tell all he knows.

_____6. A person who was waiting to cross the street where the accident happened will tell what she saw.

_____7. A person who was driving right behind the famous person will talk with you.

_____8. Many people who watched news films on TV that showed the cars after the accident want to talk.

_____9. A policeman who was called to the accident after it happened is willing to talk.

____10. A girl who was hitchhiking near the accident scene will tell what she saw.

EVALUATING SOURCES OF INFORMATION

Skill Description

When evaluating sources of information, it is vital that the students analyze the reliability of the source. Reliability depends upon whether the document or record has value as historical evidence. Value draws its importance when one determines why something was written, the circumstances under which the record was made, whether it was written from memory or based on documents contemporary with the event it records, whether independent witnesses have agreed on the facts, and whether the writ has exploited the facts to make a good story, to amuse the public, or to instruct.

The student must be aware that it is important that he selects the best possible source of information from other alternatives. As with the teaching of other study skills, the class discussion emanating from the correction of these items is probably the most valuable part of the lesson.

Sample Activity:

Directions to students - You have been given an assignment to write a term paper. You have been told that to a large degree it will be valuable according to the extent to which the references you use are accurate and are unbiased, impartial and unprejudiced.

Below are a number of possible topics. Under each one are listed three references which might give information about it. If the material were available, which would you consider as most reliable for giving a true picture of events as they actually happened? Show your choice of the best source by circling either A, B or C.

TOPICS

I The hardships of laborers who built the Transcontinental Railroad.
*A. Accounts as recorded in diaries of the workers.
B. A story by the grandson of one of the construction superintendents.
C. A TV special on the building of the railroad.

II The "true" story of the Boston Massacre.
A. A TV story of the period.
B. A native of Boston telling the story as handed down by her ancestors.
*C. A newspaper of Boston, printed during the period, that describes the event.

III The "long court" - Dempsey & Tunney
*A. Motion pictures taken of the actual fight.
B. Statements of the event taken from the participants.
C. Radio accounts of the actual fight.

IV The effect of the Vietnam war on the people of that country.
*A. An interview with a family in each of ten villages in Vietnam.
B. A TV documentary showing the poverty and hunger of Vietnamese people.
C. A speech given by President Carter.

V The "Truth" about drug abuse on college campuses.
*A. An account of the situation written by students on several campuses.
B. A newspaper article describing raids on four campuses.
C. An interview with a college president.

VI The Physical effects of heroin on the human body.
- A. A boy whose cousin has taken heroin.
- *B. A report by the Federal Drug Administration on the effects of heroin.
- C. A TV interview with an ex-heroin addict.

VII What it was like to live in London during the German bombings of World War II
- *A. A TV documentary showing actual pictures of London during the bombings.
- B. The recollections of an American whose aunt was in London then.
- C. A novel which is set in London during the bombings.

VIII The burial of the Etruscan Civilization.
- *A. Pictures of objects discovered by a team of archeologists.
- B. A story of an Etruscan funeral feast.
- C. An article about Etruscan cities.

IX The "true" story of the Salem Witch Trails.
- A. A newspaper article by a reporter who covered one of the trials.
- B. The diary of one of the girls who accused others of being witches.
- *C. The court records of the trail proceedings.

X The fundamentals of Communism.
- A. A person living in the Soviet Union.
- *B. The writing of Karl Marx.
- C. A book about the Russian Revolution.

After the students have mastered the idea of the best potential source, they are ready to attempt the more complex skill of ranking the sources according to their validity.

In Exercise A which follows, the third source of information is to all intents and purposes an eyewitness account. It is comtemporary with the event in records. The moving picture about Anthony and Cleopatra, however, was made for commercial purposes. In it the story is the main purpose, and historical considerations are incidental and secondary. The same criticism holds true for the newspaper account. The writer may have examined worthwhile reports, but the chances are they were secondary accounts. The main purpose of the writer was to amuse the public and to tell a good story. Historical considerations were likewise incidental.

Directions to students - You have been given an assignment to write a term paper. You have been told that to a large degree it will be valuable according to the extent to which the references you use are accurate and are unbiased, impartial, and unprejudiced.

Below are a number of possible subjects. Under each one are listed three references which might five information about the subject. If the material were available, which would you consider as most reliable for giving a true picture of events as they actually happened? Rate them according to your preference within each group of three. Indicate your choice of the best reference within each group of three by writing the figure 1 in the space before it; your choice of the second best by writing the figure 2 before it; and your choice of the third with the figure 3. CONSIDER EACH GROUP OF THREE SEPARATELY.

Teacher may wish to score each of these parts containing three items as a single unit, with all correct or all wrong. Or they may mark as incorrect within each group the responses which are not exactly as given in the key, and give credit if the response to a single item within the group is correct.

A. The religious beliefs of the ancient Egyptians
(3) 1. A moving picture dramatizing the love affair of Anthony and Cleopatra.
(2) 2. A newspaper account in the "Sunday Magazine Section" of excavations [illegible]n old Egyptian temple.
(1) 3. A translation of an inscription on the wall of an old Egyptian tomb.

B. The events surrounding the fall of the Bastille prison in Parish on July 14, 1789
(2) 4. An account in an English newspaper on July 17, 1789.
(1) 5. An account written in the diary of a man who saw the affair.
(3) 6. A modern play dramatizing the bravery and suffering of the French nobility during the Revolution.

C. The condition of the peasants in Russia under the Tsarist rule

(2) 7. An official note to the French ambassador by the Russina Prime Minister
(3) 8. A poem about the bravery of the Russian peasant soldier.
(1) 9. A letter from a peasant farmer to his brother in America.

D. The capture of the city of Antioch in Asia Minor by the European "Franks" during the First Crusade
(1) 10. A letter written during the crusade by one of the Frankish leaders who had taken part in the siege and capture of the city.
(2) 11. A history of the crusade written ten years later by one of the Franks who had gone on the crusade.
(3) 12. A history of the cursade written by a monk who did not go on the crusade.

E. Living conditions of the ancient Romans
(2) 13. An epic poem written by a Roman which mentions some family customs.
(1) 14. Excavations of the buried Roman city of Pompeii.
(3) 15. A novel about the fall of Ponpeii.

F. Conditions under which laborers worked in English factories and mines in the early nineteenth century
(3) 16. A contemporary newspaper interview of a typical factory owner on factory conditions.
(2) 17. A contemporary news account by a reporter who had visited a factory and a coal mine.
(1) 18. The report of a committee appointed by Parliament to investigate conditions of the working classes.

G. The exact territory ceded to Napoleon from Austria by the Treaty of Luneville in 1801
(3) 19. A letter written by a French soldier who took part in the campaign.
(2) 20. Napoleon's memoirs written by himself several years later.
(1) 21. The text of the Treaty of Luneville.

H. President Lincoln's motives in issuing the Emancipation Proclamation of January 1, 1963.
(3) 22. A poem about Lincoln written by Walt Whitman, a contemporary Northern poet.
(2) 23. The news story that appeared in a Confederate newspaper, the Virginia Gazette for January 10, 1863.
(1) 24. The account of the Proclamation that Gideon Welles, Lincoln's Secretary of the Navy, wrote in his diary.

I. The discovery of gold in California.
(2) 25. A news item in the San Francisco Chronicle in September 1848.
(3) 26. The account of the gold rush as told by Zane Grey, Western novelist.
(1) 27. An account written by the San Francisco Chronicle in September 1939, on the ninety-first anniversary of the discovery, including an exact reprint of the original 1848 account.

J. George Washington as a General
(1) 28. The Diaries of George Washington, printed with every letter, every comma, copied exactly.
(3) 29. The Sparks edition of the writing of George Washington in which the editor blue-penciled, without indication, offensive words and changed the context of many sentences so that writers of letters to Washington and their families would not be offended.
(2) 30. The latest edition of Washington's letters and papers with indicated omission of all phrases and sentences that would be valueless for the writing of history.

K. The Battle of the Maine, September 1914.
(3) 31. An account which contrasted the spirit of the heroic boys of the Allies and the ponderous foolhardiness of the enemy.
(1) 32. An account compiled from material taken from the reports of opposing commanders.
(2) 33. An account appearing in a journal printed in a neutral country.

L. Patrick Henry's "Liberty or Death" speech given on the spur of the moment
(3) 34. A movie dramatizing the speech.
(2) 35. An account written by Patrick Henry twenty-five years later.
(1) 36. An account by an eyewitness while Henry was speaking.

M. Potsdam Conference promises
(1) 37. State papers by President Harry S. Truman.
(3) 38. Contemporary articles in Harper's Magazine by a prominent historian and a political scientist.
(2) 39. An account by one of the members of President Truman's official party.

N. Atomic bomb destruction of Hiroshima
(2) 40. News item in the New York Times published the following day.
(1) 41. Army Signal Corps photographs.
(3) 42. Memoirs of the bombing-plane's pilot written on the 10th anniversary after the event.

O. The Dred Scott Decision, 1857
(2) 43. A historical film about the Dred Scott vs. Sandford Case, 1857.
(1) 44. A copy of the Supreme Court justices' opinions concerning the Dred Scott vs. Sandford Case, 1857.
(3) 45. A newspaper report written by a Republican who lived during the Dred Scott vs. Sandford Case, 1857.

P. The Lincoln-Douglas Debates
(2) 46. An encyclopedia account of the Lincoln-Douglas debates.
(3) 47. A movie about the life of Abraham Lincoln.
(1) 48. A copy of the texts of the debates as found in Documents of American History

Q. The Pullman Strike, 1894.
(2) 49. A newspaper article written by a reporter who was in Chicago at the t[illegible] of the strike.
(1) 50. A TV documentary which shows actual pictures of the strike and its repercussions.
(3) 51. An account of the strike as told by the nephew of a man who was in Chicago in 1894.

R. The Tweed Ring
(2) 52. An account of the "Tweed Ring" written by a New York Times reporter.
(1) 53. A New York State government report of the "Tweed Ring."
(3) 54. A letter written by "Boss" Tweed to a friend.

S. What Quebec looked like shortly after its settlement
(3) 55. See slides a friend took in Quebec last summer.
(1) 56. Study some paintings of Quebec by an artist who went there in the 1650's.
(2) 57. Listen to a historian lecture about early Quebec and what he thinks it probably looked like.
T. Woodrow Wilson's plan for peace as stated in his Fourteen Points
(2) 58. A textbook account of Wilson's peace plan.
(1) 59. A copy of the original Fourteen Points.
(3) 60. An interview with someone who lived during Wilson's administration.

Follow the same directions in regard to the following excerpts from newspaper accounts. All of them contain some kind of reference to the source for the news item. Some statements have been repeated in another group.

U. The reported disagreement between Marshal Tito of Yugoslavia and the Russians.
(3) 61. Judging from the attitude taken today by communist leaders it is believed in Trieste that they have decided to await Marshal Tito's expected statement.
(1) 62. The genesis of the Soviet-Yugoslav quarrel, according to the report of the United Nations' Commission, is the three-sided dispute between Russia, Yugoslavia, and Bulgaria over Greece
(2) 63. Paris, June 30 - Government circles were reluctant today to make anything like an official comment of the breach between Premier Stalin and Marshal Tito....

V. Reports on the flying saucers
(3) 64. British scientists and airmen, after examining the wreckage of one mysterious flying ship, are convinced that these strange aerial objects are not optical illusions.
(1) 65. The general in charge of the planning division of the U.S. Air Force stated that all reports of so-called flying saucers are being thoroughly investigated.
(2) 66. A British cabinet official quoted scientists as saving a flying ship of the type observed could not possibly have been constructed on earth.

W. Reports on attempts to control inflation.
(1) 67. Chairman Paul W. McCracken of the President's Council of Economic Advisers has maintained the position that an active policy of "talking down" wage and price hikes has proved worthless and unworkable.
(3) 68. Some delegates to an OECD meeting in Paris told newsmen that a policy of permitting unemployment to run its course will not be accepted today

by labor unions or by the public in general.

(2) 69. The U. S. Chamber of Commerce, on November 27, said the economy now is suffering from a "crisis of cost," with gains in output per worker lagging far behind the rising cost of production.

In the remaining groups are excerpts from news accounts, spoken and printed. They are often used to indicate the source of the news. Some of them are more reliable than others. Rate them according to your preference within each group of three. As before, consider each group separately.

X.

(2) 70. The President's secretary told reporters today that the President is worried about the outcome of his interview.

(3) 71. A source close to the President, who declined to be quoted, seemed optimistic about the chances for an early cease-fire.

(1) 72. Mr. Lair, the Secretary of Defense, in a prepared statement, said that measures were under consideration for further coordination of the armed services.

Y.

(3) 73. Paris is understood to have prepared new plans.

(1) 74. Official circles in the French government have been quoted as stating that the President of France will soon have a new plan to propose.

(2) 75. Official circles have stated that a surprising new development in negotiations occurred yesterday.

Z.

(1) 76. It is believed by news reporters, on the basis of evidence considered authoritative, that Washington is preparing to change its strategy in the coming talks.

(2) 77. Newspapers are presenting, without comment, information supposed to come from government circles.

(3) 78. Reporters are convinced, from what they have heard, that the government may change its demands.

AA.

(3) 79. It is rumored that...

(1) 80. The Secretary stated in a news release that...

(2) 81. A spokesman for the State Department said that ...

BB.

(3) 82. It is reported reliably that...

(1) 83. An informed source close to the President said today that...

(2) 84. Officials here were reported to have said that...

HINTS FOR TEACHING INQUIRY*

1. Use a variety of inquiry experiences from different sources or projects; do not use just one mode of inquiry or type of inquiry format.

2. Make sure that as many students as possible become interested in the inquiry; don't pursue a problem if most students are not interested.

3. Don't foster dependency in students by giving too much help; try to develop the capacity for students to learn by and for themselves.

4. Accentuate, at least occasionally, the value component in inquiry; have students think about the desirability and feasibility of taking individual or group action.

5. Be positive about students' ideas; do not deny students the opportunity to see that a given hypothesis may have to be rejected.

6. Avoid highly artificial or trivial problems; try for real life problems. Try to give students as much responsibility for their inquiry as possible.

7. Tackle a whole problem instead of just a piece or segment of a problem. Recognize, however, that it may be necessary to subdivide such problems, and sub-problems may appeal to different individuals.

8. Realize that many students have not been rewarded in the past for asking questions or for proposing ideas. Do not expect creative inquirers to develop in just three weeks. It takes a long time for many students to learn inquiry skills.

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*Taken from Teaching Social Studies Skills by June R. Chapin and Richard E. Gross; Little, Brown & Co., Boston, 1973, page 172.

EVALUATING SOURCES OF INFORMATION

Activity 1

You can usually be fairly sure that information is accurate if it comes from a reliable source.

When you are presented with two or more statements that contradict one another, it is safest to believe the statement that comes from the most reliable source. It is the one most likely to be true.

How can you tell whether a source is reliable? One way is to ask yourself the questions listed below.

--Is the statement based on demonstrated facts, or on someone's personal opinion?

--Is the statement based on careful thought or on strong feelings?

--Does the statement generally agree with information from other sources? Or does it disagree with most statements about the same subject from other sources?

--Did the information in the statement come from a primary source or from a secondary source?

--Does the person making the statement have something to gain by saying something that may not be true? Is the statement designed to influence you to do something--for example, vote for someone or buy a product?

--Was the information in the statement collected recently, or is it likely to be out of date?

--Is the statement complete? Or has important information been left out of the statement?

--Does the source of the information have a good track record? Has it been reliable in the past? Does it have a reputation for honesty and accuracy?

Activity 2

Suppose you are getting dressed to go to school and you want to know how cold it is outside. You have five sources of information:

A. The weather forcast in yesterday's newspaper, which says that the temperature is not expected to get any warmer than 10 degrees above zero today.

B. Your father, who has just come in from trying to get his car started. He says, "Brrr! It must be 10 below zero out there."

C. Your brother, who is trying to get you to promise to deliver his paper route after school. He says, "The sun's coming out. It looks as though it's going to warm up a lot today."

D. The thermometer mounted outside the kitchen window, which reads 15 degrees above zero.

E. Your mother, who reports that the milkman told her it was 5 below zero.

1. Which source of information may not be reliable because the person making the statement wants to influence you to do something? ________
2. Which source may not be reliable because it is not up to date? _____
3. Which source may not be reliable because it is not original--because the information is secondhand? ________
4. Which source may not be reliable because the information in the statement is based on personal opinion rather than on demonstrated fact? ______
5. Which source of information is likely to be the most reliable? ______

Activity 3

If you want the best possible information, you should go to the most reliable source you can find.

Review the list of questions to ask yourself about reliability in Activity 1. Then choose the best answers to questions 1-5 below.

1. If you want to know how many yards Tom gained rushing in last night's football game, the best source of information is ________

   A. The sports page of the newspaper.
   B. Tom's girlfriend.
   C. The captain of the opposing team.

2. Suppose your class is planning a trip to Washington, D. C., and you want to know whether you can tour the White House on a certain day. What would be the best way of finding out this information?________

   A. Ask a teacher who used to live in Washington several years ago.
   B. Ask the principal what he or she thinks.
   C. Write or telephone the White House.

3. If you are thinking about buying a certain book as a present for your sister but you're not sure she would like it, what is the best way to find out? ________

   A. Read a review of the book written by a literary critic.
   B. Look for an advertisement for the book and see what it says.
   C. Borrow a copy of the book from a friend or from the library and read some of it yourself.

4. If you want to know whether the food in a certain restaurant is good, the best person to ask would be ________

   A. Someone who ate there a couple of years ago.
   B. Someone who ate there last week.
   C. The owner of the restaurant.

5. Suppose you are registering at a new school and you want to know how to find the guidance counselor's office. You stop several students in the hall and ask for directions. Which of the sources below is probably not reliable? ________

   A. Sally, who tells you to walk up the stairs and look for the second door on the left.
   B. Doug, who says the guidance counselor's office is upstairs in Room 203.
   C. Rick, who tells you to keep going down the hall past the library, turn right, and take the first door on the right.
   D. Carla, who tells you to go up the stairs and look for Room 203.

Activity 4

Suppose you have saved up enough money to buy a new three-speed bike. You want to make sure you get a good one.

First you look at the ads in a cycling magazine. The three ads that appeal to you most are for models made by Raleigh, Schwinn, and Huffy.

The Schwinn ad says: "More Style - More Quality - Your Best Buy in Bikes. If it's quality and performance you want in your next bike...make Schwinn your choice.

The Raleigh ad says: "Every Raleigh bicycle comes from a famous family of pure competition-bred champions."

The Huffy ad says: "Huffy bikes ride like the wind on a price that's a breeze. It's packed with features, built to last, sharply styled."

Next you ask your friend who owns a Schwinn what he thinks. He thinks that Schwinn are the best. He says that Raleighs are no good because they are made in England, and his father says that things made in England are no good. He thinks Huffys stink; he says they're cheap.

Then you ask your neighbor, who works in a Schwinn bike shop. He tells you that Schwinns and Raleighs are about equal in quality. He says they are both well made and will not need much repair. He doesn't think much of Huffys.

Finally you look in a magazine called Consumer Reports. This magazine rates all kinds of products, including bicycles. The people who work for the magazine buy different brands of a product and test them all to see which one works best. Then they write about the good and bad points of all the brands. The magazine does not try to sell products, and it does not have ads for any products.

After Consumer Reports tested three-speed bikes, it published a list ranking them in order of quality. The bike at the top of the list ranked best overall; the bike at the bottom of the list ranked the worst. The list looks like this:

Raleigh Superbe

Raleigh Sports

Royal Scot

Schwinn Speedster

Sears

Huffy Sportsman

Ward's Hawthorne

Western Flyer

Columbia Sports Tourist

Rollfast Ultralight

Iverson Grand Touring

You now have four sources of information about bikes: (A) the ads in the cycling magazine, (B) your friend, (C) your neighbor, and (D) Consumer Reports magazine.

1. Which source would you trust the most? ________
2. Which source would you trust the next-most? ________
3. Which is the third-most-reliable source? ________
4. Which source would you trust the least? ________

Activity 5

Imagine that your neighbors have asked you to go with them to Canada. They are going to visit someone in Thunder Bay, Ontario, which they describe as "a big city near Minnesota." Their children would like you to go so they will have someone their age to do things with. Before you decide to go, you figure it would be a good idea to find out something about the place.

One of your teachers has been to Canada, so you ask him about it He tells you that it is the most lonely, quiet place he has ever been. In fact he didn't see another person for three days. He also says that there were so many bugs that he almost got bitten to death, and that it rained all the time. Then you find out that the only time he was in Ontario was when he took a canoe trip.

After talking with your teacher, you get a travel booklet written by the Ontario Department of Tourism. In this book you find that Ontario is "a fresh, clean, sparkling place of unlimited space and warmth of welcome."

In the _Encyclopedia Americana_ you find some information about Thunder Bay. It says, "Tourists are attracted to the area in increasing numbers. Facilities for hunting and fishing, winter sports, and boating supply year-round diversion." You also find that Thunder Bay is a "port city in northwestern Ontario, Canada."

You now that three sources of information about Thunder Bay, Ontario: (A) your teacher, (B) the tourist booklet, and (C) the _Encyclopedia Americana_. Each one gives you a different idea about what Ontario is like.

1. Which source do you think is the most reliable? __________
2. Which sources do you think are not quite so reliable? ________

CONCEPTS

INTRODUCTION

One basic set of tools students need are concepts that will give them a chance to organize and process the increasing mountains of information which confront them. This includes the bombardment of data and stimuli from all sources - not just the classroom. For a long time educators have been convinced that learning can best be organized around various centralizing themes or concepts.

To achieve this end, lists of concepts were gleaned from each of the social sciences. And the lists have grown; the teacher's edition of practically every text at every grade level is loaded with concepts. Many of these organizing labels are appropriate for exploring limited subject matter and gaining some small insight. For instance, once a student has grasped the concept of *irrigation*, it is easily applied - at least to certain phenomena. The concept may not need to be taught in later grades.

But notice this: a few of the words in those growing lists are of a different order. *Interdependence* and *conflict*, for example, are included in most collections of concepts. Those two words suggest something larger, more vital than *sea transportation, buying and selling*, or *political parties*. They are larger organizing themes; they represent forces that pervade our lives. The understanding of conflict and interdependence is important to understanding ourselves and the world around us.

To separate these larger themes from the extensive listings, we can call them *universal concepts*. They cut across disciplinary lines - each of the social sciences can shed some light on them. In fact, they go beyond the social sciences - other areas of exploration, such as literature, art, science - can offer valuable perspectives. These universal concepts also cut across longitudinal lines; that is, they should be dealt with at each grade level as a vital part of the learning process.

This idea of universal concepts can provide us with the kind of organizing themes we need. These over-arching concepts should be thought of as ways of looking at the world, lenses for seeing things from a certain perspective. They become analytical tools for pulling together seemingly diverse phenomena; students can apply them to their own lives and surroundings as well as to a variety of course materials.

Clearly if universal concepts are to have any value, there needs to be a sequence of development. As the child matures, he or she should be learning to apply a number of these lenses in an increasingly sophisticated manner. And even in the very early grades, the child should be able to explore how these concepts operate on the global level as well as in his or her personal life and surroundings. This does not mean that every class period should be devoted to concentration on one universal concept or another. Rather, the idea is that working with subject matter in a certain way at various times during the year will lead students to incorporate these perspectives into their thinking.

FLOW CHART

K 1 2 3 4 5 6 7 8 9 10 11 12

Conflict * -- /

Interdependence * -- /

Communication * -- /

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INTRODUCTION
CONFLICT IN THE K-12 CURRICULUM

Conflict is a major force in nature and in people's lives. It has been part of the development of all past human societies. Indeed, we cannot conceive of any form of society, past or future, in which there will not be conflict. As we begin to know more about what it is and how it works, we improve our chances of coping with it more effectively. At the same time we come to understand ourselves better and see the world around us more clearly.

Of course, young people do learn about conflict - they encounter it dozens of times every day. But the knowledge gained is far from systematic; it is as likely to be misinformation as it is to be valid enough to serve as guidelines for decisions. In our schools, we tend to gloss over the subject, treating it as something unpleasant that should be handled as delicately as possible. A Stanford University group studied the way in which conflict was presented in social studies texts at the third and ninth grade levels. Their report stated that: "Not only are few problems presented; those that do exist are depicted as not severe. The majority of the examples of conflict in the books we analyzed, regardless of what issue was involved, tended to be presented either as neutral (24%) or as being carried out in a spirit of cooperation (71%)."

Children are also exposed to conflict on television, and here they encounter the idea that conflict is usually violent and resolved by violence. Adult programming is often criticized for its penchant for violence; children's programs are statistically six times as violent. The average child witnesses an estimated 18,000 TV deaths a year! (Statistics from a special news report, KPIX-TV, San Francisco, May 10-12, 1975.)

Clearly we must correct these distortions, and begin to deal with conflict in a more realistic way. Conflict is limited neither to friendly disagreements nor to murder and mayhem. One major objective should be to help students gain a healthy attitude toward conflict. This involves recognizing that conflict is a basic part of everyone's life. Rather than being an inescapable evil, it often serves positive functions. For example, conflicts over ideas of government contributed not only to American independence (through violence) but to the creation of a superb constitution (without violence). Without the need to work out conflicts, these things would not have happened. The Constitution itself is a master plan for expressing, regulating, and resolving conflicts.

By working through conflicts in a wide variety of settings, students will come to understand that:

- avoiding conflict is not necessarily a good way to deal with it;
- the belief that if everyone obeys the rules there will be no conflict is an oversimplification;
- there are many ways to express and resolve conflict; the socially accepted ways of resolving conflict are usually more successful than unaccepted ways;
- conflict is often *not* a win-lose situation; both sides can gain (or lose) some things.

To achieve such objectives, you will sometimes have to counter-balance text generalizations - particularly those generalizations based on the assumption that conflict is unpleasant and to be avoided. Some examples:

- if everyone obeys the rules, conflicts will go away;
- conflict is a sort of necessary evil; cooperation, the opposite of conflict, makes everyone feel better.

Texts do deal with the expression of anger, but it is also important to see other kinds of conflict - the opposition of ideas, the working out of differences, and finding solutions to problems.

A more open and sensible approach to the subject can serve a number of important goals. Understanding conflict:

- develops a more realistic self-awareness;
- contributes to knowledge of one's role as a group member and as a member of society;
- becomes a link for seeing relationships among a number of subject areas, especially literature, social studies, science and art;
- can be used as a lens for seeing more clearly the world around us - the natural environment, the local community, the global setting.

MAJOR OBJECTIVES IN TEACHING ABOUT CONFLICT, K-12

1. To develop students' understanding and acceptance of conflict as a natural and normal force in our lives.
2. To recognize that irrational conflict or violent conflict tends to be more destructive than conflict dealt with in socially accepted and non-violent ways.
3. To be able to see similarities in the dynamics of conflict at all social levels - personal, group, community, nation, world community.
4. To explore a wide variety of ways to express conflicts and to resolve them.
5. To accept the idea that conflict can be either harmful or beneficial (dysfunctional or functional).
6. To develop some of the tools needed to cope more successfully with a world characterized by constant and increasing conflict.

SOME KEY POINTS TO REMEMBER

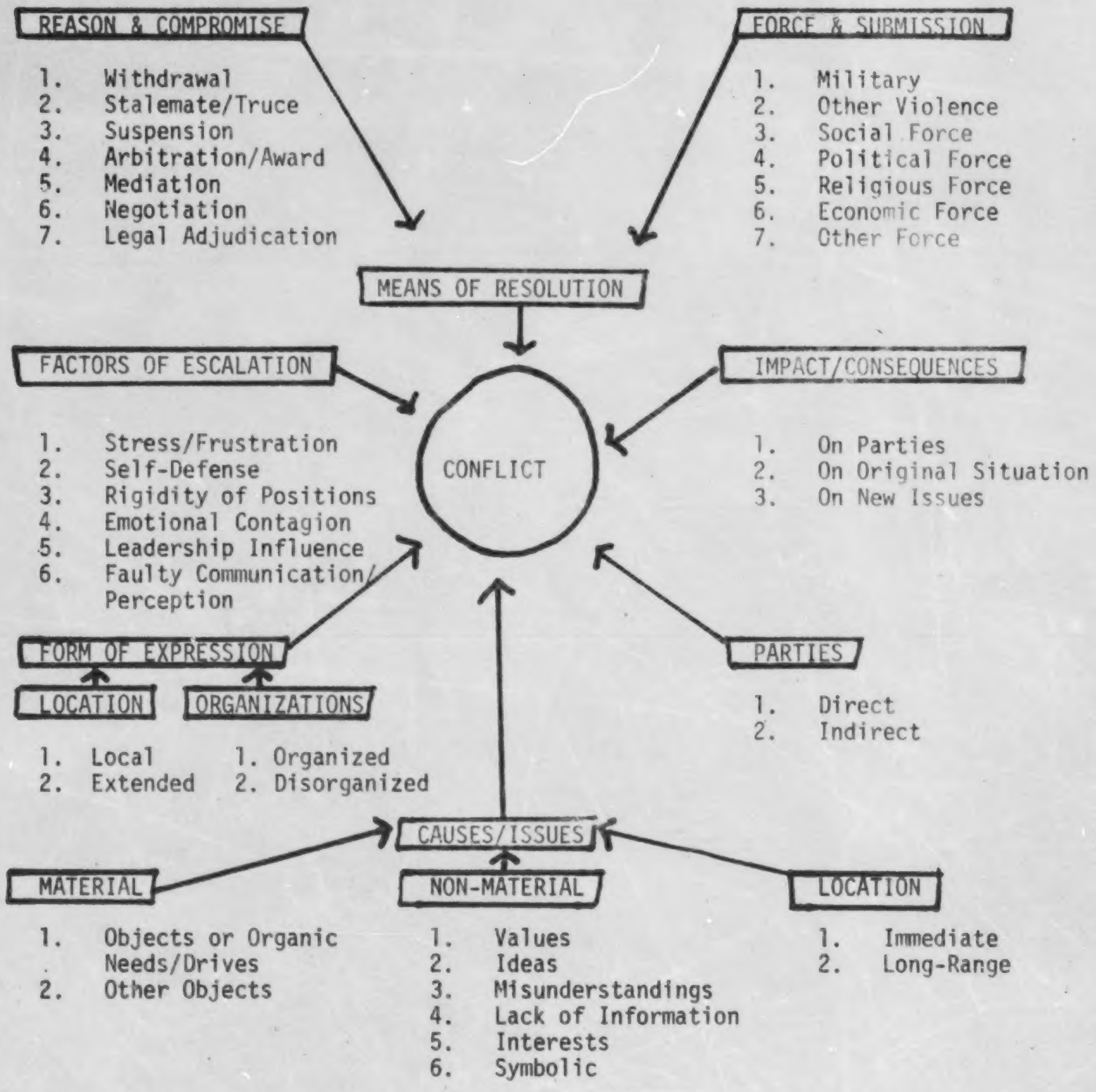
1. You do not have to deal with conflict - or any other universal concept - every single class period.

2. You should mention the labal as infrequently as possible - hearing the words too often can have a negative effect.

3. Use the guide to find topics which lend themselves most readily to teaching a particular concept. This will help you avoid bending the subject matter to fit a concept. It will also reduce preparation time and the need for outside materials.

4. Draw on the other areas of experience as much as possible - life experiences, well-known news events, television programming, things that are going on in the students' other subjects, especially language arts and sciences.

5. While an important goal of these guides is to develop a better sense of the total world environment, you will find that much of the learning focuses on the concept without trying to stretch it to global implications. This approach is important: if concept is to work, the students must gain experience in as many different settings as possible - including their personal lives and their immediate surroundings as well as national and worldwide concerns.



REASON & COMPROMISE

1. Withdrawal
2. Stalemate/Truce
3. Suspension
4. Arbitration/Award
5. Mediation
6. Negotiation
7. Legal Adjudication

FORCE & SUBMISSION

1. Military
2. Other Violence
3. Social Force
4. Political Force
5. Religious Force
6. Economic Force
7. Other Force

MEANS OF RESOLUTION

FACTORS OF ESCALATION

1. Stress/Frustration
2. Self-Defense
3. Rigidity of Positions
4. Emotional Contagion
5. Leadership Influence
6. Faulty Communication/Perception

CONFLICT

IMPACT/CONSEQUENCES

1. On Parties
2. On Original Situation
3. On New Issues

FORM OF EXPRESSION

LOCATION

1. Local
2. Extended

ORGANIZATIONS

1. Organized
2. Disorganized

PARTIES

1. Direct
2. Indirect

CAUSES/ISSUES

MATERIAL

1. Objects or Organic Needs/Drives
2. Other Objects

NON-MATERIAL

1. Values
2. Ideas
3. Misunderstandings
4. Lack of Information
5. Interests
6. Symbolic

LOCATION

1. Immediate
2. Long-Range

(Grade 7)

PART II

CONFLICT DESCRIPTION - NARRATIVE

The concept of conflict diagrammed on the previous page has four major attributes (rectangles):

1. originating issues (or courses)
2. methods of expression
3. means of resolution
4. impact (or consequences) of the conflict

All instances of conflict may be classified into one of three types: within an individual, between two or more individuals or between two or more groups. Any conflict, regardless of type, possesses the four attributes listed above; therefore, the attributes serve as useful guides in studying instances of conflict, past or present.

ORIGINATING ISSUES OR CAUSES

All conflicts grow out of needs (food, clothing, etc.) and wants (security, self-expression). The resources available to meet these needs and wants are limited. Limited resources and unlimited needs and wants produce the originating issues or causes of conflict. The major attribute "originating issues" consists of four sub attributes:

1. material issues
2. non-material issues
3. parties
4. locus

Originating issues are either "material" (territory, food) or "non-material" (values, ideas)

Originating issues may also be considered in regard to the "parties" involved in the issues. There may only be one person involved in a conflict (e.g. an internal conflict over which decision to make). A conflict may exist between two or more individuals or it could involve several distinct groups (e.g. WWI).

Finally, issues may be considered in relation to their "locus". The locus of some issues may be immediate while other issues may be long-range or historical in a chronological sense. The assassination of the Archduke Ferdinand at Sarajero is often seen as the immediate cause of WWI while other issues such as mounting militarism are considered long-range in nature. Similarly, some issues may be surface in nature while other issues are more fundamental.

METHOD OF EXPRESSION

The second major attribute of the concept "conflict" has two sub-attributes that serve as a guide in examining how a conflict is expressed. The expression may be "organized" and methodical or it may be disorganized and chaotic. The "locus" of the expression may be geographically local or it may be extended over a wide-ran area.

MEANS OF RESOLUTION

The third major attribute has three sub-attributes that provide a guide for studying the resolution of a conflict. Any means or resolution will involve one or more "agents" or agencies through which the resolution proceeds. Attempts at resolution fall into two categories - "reason and compromise", and "force and submission." In either category there are several approaches that may be used. The key characteristic distinguishing the two categories is the element of force. In the category "reason and compromise' a resolution may be achieved by applying some "rules of the game" that have previously been agreed upon.

IMPACT

The impact or consequences of a conflict has three sub-attributes of a conflict that can be examined. All conflicts have an impact on the parties involved and the original issues. Conflicts often, if not always, lead to new problems or issues.

PART III

Here are some questions suggested by the sub-attributes of the major attribute "means of resolution."

1. Which means of resolution were tried?
2. Which means of resolution did each party favor? Why?
3. How was the conflict eventually resolved? Why?

The question "why" could be used to good avail at many points. It is a natural follow-up on other questions.

While each attribute suggests one major question, each of the related sub-attributes suggests at least one question. For example, the three sub-attributes for "impact" suggest the following questions:

1. What was the impact or consequences of the conflict on the original issues?
2. What new issues developed?
3. What were the consequences of the conflict of each parts?

Major questions suggested by the concept of conflict.

Four basic questions to ask when studying any conflict, past or present, are suggested by the four major attributes (rectangles). The questions are phrased as if the conflict were historical.

1. What were the originating issues or causes of this conflict?
2. What were the forms in which this conflict is expressed?
3. What were the means of resolution that were used?
4. What was the impact of the conflict?

There are several secondary questions, variations of these four questions that can be used. For example, one might ask the following questions about the major attribute "originating issues."

1. Were there any non-material causes or issues?
2. What role did territorial needs play in the conflict?
3. What issues was each of the parties most concerned with? Why?

Not all of the questions suggested by each circle (the sub-attributes) will be useful for a particular conflict. For example, it may not be fruitful to ask "what attempts were made to resolve the conflict through negotiations?" if no such efforts were evident. All of the major and sub-attributes of the concept, however, are useful in that they alert the inquirer to the various aspect to look for in any conflict.

General Objectives

Grades 7 & 8

Students should:

1. Understand ways in which social problems contribute to conflict.
2. Know that these conflicts arise over basic needs and over choosing among alternative solutions to the problem.
3. Be able to see how local problems and solutions are related to global concerns.
4. Be able to examine a variety of ways of expressing conflict, such as writing, demonstrations, persuasion, using symbols.
5. Be able to use conflict as an organizing theme for understanding complex events.
6. Know that basic conflicts of interest can last for long periods of time.

INTRODUCTORY - Understanding the concept

If your class has had no previous work with conflict as an analytical tool, try the following activity. It will work best if you follow it immediately with course material which focuses on the concept.

1. Working toward a definition.

   In groups or as a class, have the students try to figure out what conflict is from its use in these newspaper items:

   - "This was supposed to be a classic conflict between State and Ridgeville, but it ended in the most lopsided football game of the season."
   - "The next step in the conflict between Apex Manufacturing and the union is likely to be a strike."
   - "In October, the conflict between Israel and the Arab countries again erupted in violence."
   - "In the egret's struggle for survival, the bird finds itself in conflict with the demands of human society."

2. Discussion questions:

   a. What does each quotation suggest about the meaning of the word conflict? Have the students make a list of ideas (for example, conflict can involve two teams in a sporting event).

   b. If students have trouble with this, try asking:

      - What kind of event or situation is being described?
      - Who is involved in the conflict? What is it about?

3. For more practice, have the students, substitute the word conflict in the following sentences:

   - We had quite an argument trying to decide where we would go on our vacation.
   - Jack had a problem - he liked both girls and wanted to take both of them to the dance.
   - The American people face a choice between increasing production or saving the environment.
   - The range war ended when the homesteaders decided to move further west and search for new land.

4. Ask the students to make a list of conflicts they've faced in the past week. (This can be as simple as trying to decide whether or not to do homework.) The activity will stress the idea that we all encounter conflict every day of our lives. Compare lists. Are there new ideas about conflict to add to the lists?

5. Review what the class has been able to discover about conflict. Explain that they can now try applying these ideas to a subject in their texts.

LESSON 1: JOINING UP: FAMILY CONFLICT

DURING THE AMERICAN REVOLUTION

The conflict faced by individuals or groups in a historical event provides a good way for students to feel they are dealing with real people and real problems. The following lesson is a simple story of a family conflict set off by the decision of the American colonists to take up arms against the British.

Reading and discussing the story can be completed in one class period, preferably during study of the events leading to the American Revolution.

PERFORMANCE OBJECTIVES

Students will:

1. compare a conflict between two brothers to the conflict between the colonies and England.
2. recognize social conflict as one of the major forces shaping our lives.
3. identify and analyze a conflict between two brothers and within an individual.
4. express greater empathy for those caught up in social upheaval.

JOINING UP

.....That morning in the summer of 1775 was the first time my brother Nathan and I ever had a serious argument. And it threatened to tear our family apart.

He was busy packing his things. Word had come only an hour before that General Washington and the Continental Army were approaching Cambridge. Nathan had his heart set on joining up. Nothing I or my mother said seemed likely to change his mind. My mother had talked of little else for days.

I made one last effort. I remember I said to him, "We've all had our troubles with the Government, Nathan. But what you are about to do is commit treason."

He stopped, his hand poised above his pack.

"Treason?" he repeated in a quiet voice. "Is it treason when we have no other choice?"

"There are other ways to settle our grievances," I said. "That's what we have laws and government for."

"Do I have to refresh your memory?" he asked. His voice was more stern now. "Have we not tried everything? And look where it has led us. It wasn't five years ago that some of your young friends began throwing snowballs at a soldier on the Common. Do you remember what happened thay day? Three people were killed. Three Americans."

I didn't have to be reminded about the infamous "Boston Massacre." I, too, felt the sorrow of that day and the hardships that followed. But I didn't say that to Nathan. Instead, I said, "That might have been an accident. Maybe that officer didn't mean to give an order to shoot. Besides, that was different from this. This is open revolution."

"Yes, it's revolution," he said, resuming his packing. "And perhaps it's about time. How often has Parliament acted against our interests? Has the King ever acted as though he were our King? I say that our lives are not worth a penny unless we have a voice in our own affairs. Our only chance for freedom is independence--and if we have to fight for it I mean to fight."

"Then what about the shop?" I asked, hoping to change the argument. "I can run it alone, I suppose. But just about half of what we sell comes from England. Where will we get supplies? No Englishman will sell to us."

"And what good is the business now?" he said bitterly. "Our taxes are a burden. Our fellow citizens don't want to buy British goods."

He paused and looked at me in that calm, level way of his. "Look, brother," he said. "I mean you no ill will. I know I'm leaving you with a burden. You have the shop to run, and I rely on you to look after mother. I don't like to leave you like this. But I see no other way."

He made me feel very young and very alone. I admired his courage, his determination. I hoped that some day I would be brave enough to follow in his footsteps. But at the time all I could think of was that our safe little home was coming apart and that we were all in danger.

FOR DISCUSSION

1. The two brothers are in conflict. What is the conflict about? (What are they arguing about?) In what ways is their conflict like the conflict between the colonies and England? In what ways is it different?

2. The young man telling the story also has a conflict within himself. What is the conflict about? Have you ever had a similar experience? Explain.

3. Do you think other colonists had conflicts like the two brothers? How do you think they would be resolved?

LESSON 2: WESTERN LAND USE ROLE PLAY

Use the following readings for a role-playing exercise about use of land in the American West.

PROCEDURE

Divide the class into groups of four. Each group member is to be an Indian, miner, rancher, or farmer. Distribute role descriptions to the proper persons (each student reads only his own role description).

Explain the following situation:

> Each of you wants to use or claim a nice piece of land right where certain foothills of the Rocky Mountains level out into the plains. This land has a river running through it that attracts buffalo to drink. The soil is rich and supports a heavy cover of wild grass. Something like gold has been seen glimmering among the river rocks.

After groups have had a chance to meet together and discuss their positions, have one group come to the front of the class. Each member should explain why he should have the land. Go around twice, to allow for rebuttals. The second time around, each speaker may call on classmates for arguments to back him up.

Next, have each group list ways in which the dispute might be settled. Remind students of the problems of no nearby government or law enforcers in the west. Possible means of resolving the conflict might be:

1. Shoot it out.

2. Decide by straw vote.

3. All be convinced by one of the claimants.

4. Appeal to the territorial governor

5. Try to reach a compromise.

6. Appeal to a deity.

Discuss the advantages and disadvantages of methods the students suggest. Which is most popular? Which is most practical? Why is it hard to decide which person has a fairer claim?

Ask different groups to act out several methods of reaching a resolution, then talk again about which methods seem to be best.

THE ROLES*

THE INDIAN

The Indians were the first people on the land. They had begun coming to America from Asia perhaps 20,000 years ago. You have already read about some eastern Indians -- the Cherokees. As land became scarce in the East, the Indians living there were pushed farther and farther west. The United States government got the Indians to move west by making land treaties with them. These treaties gave the Indians money in exchange for their land. But usually these Indians didn't want to move. They went west because they were forced to go. The western land given to them was not like the good farmland they had lived on in the East. And they often came under attack by the Plains Indians who were already living in the West.

The Indian tribes on the Great Plains were hunters of buffalo. In the 1860's perhaps 15,000 buffalo roamed the plains. Buffalo meat served as food. Their skins were used for clothing, shoes, and teepees. The buffalo was a "galloping department store" for the Indians. These tribes were mainly nomads. That is, they had no fixed home. They wandered from place to place -- following the huge herds. These Indians believed that they had rights to the land. But these were rights to use the land -- and to live off it. To "own" land had no meaning for them. They did not believe that a person could fence off a piece of land for himself. They did not believe he could buy it or sell it.

THE MINER

Gold!! Its discovery at John Sutter's mill near Sacramento, California, in 1848 began a gold rush. Within a year, 80,000 men had roared into California. These "Forty-Niners" were wild for gold. They wanted to get rich quick. From the 1860's through the 1880's many such strikes were made. Gold and silver were found in Colorado, Nevada, Montana, the Dakotas. Mining camps sprang up. Some turned almost overnight into "boom towns."

Men looked for gold in stream bads. This was the easier way. Others dug tunnels into the mountains. This way was harder and it also cost lots of money. High-priced tools were needed. So this kind of mining often was taken over by large companies. Every miner worked on his claim-- or piece of land. He claimed mainly the right to take gold or silver from this land. He cared little about what grew on it.

THE CATTLEMAN

The Great Plains was cowboy country. Much of this area was "open range." It was unclaimed lang belonging to the government. Since nobody but the government owned it, there were no fences in the way. A cattleman could graze his herds free of charge. In 1865, roughly 5,000,000 cattle roamed the Texas ranges. Then the railroad pushed across the West. Thus began the "Cattle Kingdom." Beef earned high prices in the eastern United States. And the Texas rancher now had a way to ship his cattle to these markets. To reach the railroads he marched huge herds on "long drives" north. The key figure in the cattle kingdom, of course, was the cowboy. On his fast horse, he controlled the herd. He roped and put the owner's brand on every steer. And with his six-shooter, he kept away cattle thieves and Indians. Ranchers and cowboys were like the Indian in one way. They wanted the land kept open for grazing. They didn't like fences.

THE FARMER

The farmer was the frontiersman who came West to truly "own" and farm a piece of land. He was the one who finally settled the Great Plains. The farmer came west by mule, by covered wagon, by railroad. Mainly he was drawn by the offer of cheap land. He got it from both the federal government and the railroads. Soon homestead farms dotted the open range. And around them sprang up fences. These, the farmer felt, were needed to protect his land from the cattleman's herds. There were no trees for wood fences. But the Plainsman used newly-invented barbed wire. He claimed all rights to the land. He wanted to be able to fence it, farm it, sell it - or even give it away.

INTERDEPENDENCE IN THE K-12 CURRIÇULUM

Interdependence means simply *mutual dependence* - parts of a whole depending on each other. The significant thing about this simple definition is that it describes one of the basic and important features of the world we live in. When we talk about such things as the Shrinking Planet, or Spaceship Earth, or the Global Village, we are acknowledging the fact that the human species is being more tightly bound together with each passing day. We find ourselves living in huge global webs, although awareness often comes only when some sudden jolt in one of the strands - like the Energy Crisis - reverberates through all the others.

The forces at work creating this village environment are not hard to find - the continuing innovations in technology, mass communications, and high-speed transportation working on such tendencies as the urge of business to expand, the scattering and overuse of scarce resources, the desire of the have-nots to have something, the uncontrolled growth of population, and the age-old belief in fighting for what one wants. Taken together, all these elements magnify our Spaceship proximity, making us inescapable partners with our fellow passengers.

Actually, there are probably few of us who want to be neighbors with four billion other humans. Tribalism developed long before tele-communications, and we have always been suspicious of anyone from outside the village limits. But now suddenly the borders between villages have become blurred.

Being tied so closely to others does not necessarily mean that a sense of world community is the inevitable outcome. But this is the mistake our texts so often make. We teach children how communities depend on each other, how different regions of the nations are interdependent, and occasionally, that these interdependent strands (at least economic ones) stretch to the coconut groves of the South Pacific, the oil fields of the Middle East, or the manufacturing centers of Japan. The student, if he or she is encouraged to think in global terms, sees an extension of local voluntary inderdependence - like the friendly farmer producing food for the city workers.

Unfortunately, global interdependence is considerably more complex than mutual dependence within a nation or region. Intervening variables such as nationalism, racism, ethnocentrism, and the lack of accepted rules make the equations untidy. In fact, contact may create just the opposite of increased understanding, despite acknowledged common ties. Indeed, the most violent of wars have always been those which involved people who had common ties.

A major goal of education, therefore, must be to help students understand the ambiguities of global interdependence. There are parallels in the way interdependence operates at all levels from the nuclear family to the world family. Interdependence, at each of these levels, contains the potential for integration but also for conflict. The enormous task we face, then, is to help young people understand exactly what interdependence is and what factors can be fostered to maximize its potential for good.

MAJOR OBJECTIVES IN TEACHING ABOUT INTERDEPENDENCE, K-12

1. To increase students' awareness of the forces creating global interdependence.

   a. The continuing revolutions in industrialization, transportation, communication

   b. The problems which bind us, such as population pressures, gaps between rich and poor, the uneven distribution of goods and scarce resources, the need to control violence.

2. To increase students' understanding of the ways in which global interdependence influences the lives of the individuals, families, communities, and nations.

3. To increase students' acceptance of the idea that interdependence can create new problems as well as the potential for a better life.

4. To help students explore some of the factors which make it difficult to live within our "webs of interdependence";

   examples: Tribalism (including nationalism)

   egocentrism and ethnocentrism

   increased competition for scarce resources.

5. To help students develop the tools needed to analyze the various systems and subsystems which make up the global webs - economic systems, political systems, ecosystems, etc.

GENERAL OBJECTIVES - GRADES 7 & 8

Students should:

1. understand the meaning of systems and interdependence, and be able to use that knowledge as a means of understanding information encountered in any course.
2. know that interdependence operates in all human groups and between humans and nature.
3. be able to analyze the impact of developments such as modern technology in the creation of interdepencence on a worldwide scale.
4. be able to view economic and technological development in terms of systems.
5. understand major developments in state and national histories as being (a) interrealted, and (b) events contributing to increasing interdependence.
6. know that modernization involves incerasing interdependence (a) within the society, and (b) with other parts of the world.
7. be able to consider the growth of multinational corporations as a new force contributing to global interdependence, and to explore positive and negative potentials of that force.
8. understand how local concerns (such as family farming) are related to world concerns (such as hunger).

LESSON 1

Interdependence - A Simple System

Introductory Activity

Students can have fun and grasp the concept of interdependence easily, especially when it is made concrete through the concept of a system. A system can illustrate interdependence because it is an entity made up of interrelated parts. The proper functioning of a system depends on the well-being of its parts; if one part breaks down, the functioning of the whole is impaired. Speaking in mechanistic terms, systems sound fairly straightforward. When humans are the components, systems become far more complex.

The following exercise gives students a chance to experience systems, to discover some of the qualities of a system, and some of the implications of interdependence. Where you take it from here is up to you. The possibilities are many. Biological systems, economic systems, political environmental, or international systems--all have potential depending on the grade level and subject matter you are teaching.

Objectives:

Sutdents will:

1. solve the problem of assembling a working system--a flashlight.
2. deduce the definition of a system on the basis of their experience with the flashlight.

Materials:

A flashlight for every six students in the class. You might have several students bring flashlights from home rather than buying them.

Procudure:

1. Divide the class into small groups of six students each. Disassemble each flashlight and give each group a bag of parts to be distributed so that each student has a part of the flashlight (e.g. battery, case, lens, bulb). *But allocate the parts so that no group bag has all the parts necessary to assemble a functioning flashlight.* (e.g. leave a vital part such as a battery out of each group. Students are very inventive.) Now ask each student to answer the following questions in writing on a separate sheet of paper.

   a. What is your part of the flashlight called?

   b. What are all the purposes or functions you think the part could help perform?

   c. For each function or purpose you listed, what else would you need in order to help the part perform its function?

2. Tell each group to assemble the pieces they have so that all the parts together perform a function that could not have been performed by the parts separately. When they can't get their flashlights to function, ask why.

   NOTE: Students may see immediately that they need parts from another group in order to complete their flashlight. Don't allow exchange of parts until after discussion of why they can't make their flashlight work.

3. Have them trade with other groups to get the parts they need. When each group has assembled a working flashlight ask the following questions:

   a. If the working flashlight is a system and the parts were not, what is a system?

   b. How would you describe the relationship between the parts?

   c. Are there any smaller (sub)systems in the flashlight?

   d. What does it mean to be independent? dependent? interdependent? What are some other types of systems? (Be sure students identify some of the parts, how they work, or what function they perform. If they don't suggest any, ask specifically for systems in which people are important parts, e.g. classroom, transportation, government system. Ask students to identify some of the functions people perform in such systems. Do they also think of systems as made of ideas--such as numbers and words?)

   e. Refer to the original small groups of students as systems which could not perform the function of assembling the flashlight without going outside their group (system) for other parts of the flashlight. Ask what is a closed system? Did you have an open or closed system in your group? (A closed system is self-sufficient and doesn't interact with others. A terrarium can be a closed system, for example.)

LESSON 2

STATE HISTORIES

These courses provide an excellent opportunity for in-depth studies of various aspects of interdependence--especially in helping students see the relationship between local events and worldwide patterns.

1. The relationship between humans and the environment has changed with different groups. Consider the way in which successive groups have interacted with the environment of your state.

   a. How did Indian tribes make use of the environment? What technology did they have to help them deal with conditions? i.e., what sort of interdependence existed between humans and the environment?

   b. How do early settlers contrast with Indians in terms of their human/environment relationship.

   c. How is the environment used today? What factors have made such changes possible?

2. Contemporary society is characterized by many layers of interdependence.

   a. Consider the interdependence (1) within a community, and (2) between urban and rural areas.

   b. Extend this by considering ways in which the state is interdependent with (1) other parts of the nation; (2) other parts of the world.

      Deal with ties of communication and transportation as well as commerce.

COMMUNICATION IN THE K-12 CURRICULUM

We will be using the term *communication* in its broadest sense - it encompasses the many ways of sending and receiving messages between people, as well as learning to deal more effectively with the various forms of mass media. The latter, for example, would include distinguishing fact from opinion, identifying hidden messages, and analyzing the influence of the media on lifestyles and personal decisions.

The following is a list of some of the goals developed in this set of guides. The list is not definitive or final. You will probably discover that other goals are also being met and, of course, you may not be working toward all of these at a given grade level. It is important to keep in mind that our basic aim is to provide students with a beginning mental image of what is involved in the word communication. Only in this way can we avoid the all-too-common situation in which students create their own mental image which turns out to be distorted or inadequate and thus fails to aid them in processing information.

Through experience, the student will gradually add to and modify his or her idea of communication. This will be achieved by applying the concept in increasingly sophisticated ways to a wide variety of subject matter. Thus, the overarching goal is to learn to use this concept as one more tool for making sense out of the world around one.

Objectives:

Students will:

1. recognize that communication includes not only language and artistic expression, but also appearances and behavior;

2. understand that clear communication involves quality as well as quantity - i.e., we can talk with friends or family members at great length and still miscommunicate;

3. perceive that the increased quantity of communication across national or cultural boundaries does not necessarily lead to understanding and acceptance;

4. gain experience in coping with such barriers to clear communication as

    - cultural differences in behavior and values,
    - misperception,
    - language differences,
    - ethnocentrism,
    - stereotyping;

5. improve skills in writing, speaking, listening, and interpreting non-verbal forms of communication;

6. experiment with various forms of self-expression in writing and art forms;

7. understand that good communication depends on language and thinking skills--including logic and the ability to recognize and analyze alternatives;

8. gain appreciation for the rich spectrum of ways in which humans convey messages to each other;

9. compare human and animal means of communication and cultural similarities and differences in communication.

TOPIC 1: TALES ABOUT AMERICA

Part of the structure of global communication is the way people learn about places and persons far away, and how preconceptions affect people when they finally come face to face with the reality. Here, that subject is pursued with reference to the American continent; but it applies also to such different eras and peoples as the barbarians' encounters with the Romans and Richard Nixon's encounter with the People's Republic of China. An understanding of how and why images of distant peoples and places are formed will enhance the *capacity to acquire and process information analytically and to use reflective moral reasoning when making judgements about world problems.*

Objectives:

Students will:

1. compare "myths" early explorers believed, and imagine what they (the students) would have done in a similar situation;
2. list at least three ways in which false rumors about America might have been created;
3. classify the responses of disappointed explorers in a grid of possible behaviors, and evaluate those responses;
4. compare expectations and reality as experienced by at least two groups of immigrants to America.

TEACHING SUGGESTIONS

A. Early expolorers often acted on the basis of stories or rumors they had heard about America. For instance, Columbus thought America was part of the Orient. Ponce de Leon searched for a fabled "fountain of youth." Other Spanish explorers searched in vain for "Cibola," the "Seven Cities of Gold." If your text gives little account of these stories, you may want to check the library for fuller versions. Fanciful maps, full of monsters and unlikely plants, also led explorers astray. Discuss and compare the stories and maps. Ask students what they might have done, if they heard such tales about an unknown continent.

   Once students are familiar with a few of the stories, ask how they think such tales came to be. Responses may include:

   1. Generalizing from too few facts.
   2. Imagining that the unknown corresponds with already-created myths or ideas.
   3. Warping a picture through much repetition (remor).
   4. Poor translations from language to language.
   5. A person trying to gain money or fame by publishing a false report.

B. Ask if we still do the same today. You may discuss ideas about outer space, or the Lock Ness monster, or distant areas (like the Arctic or Central Africa) in this connection.

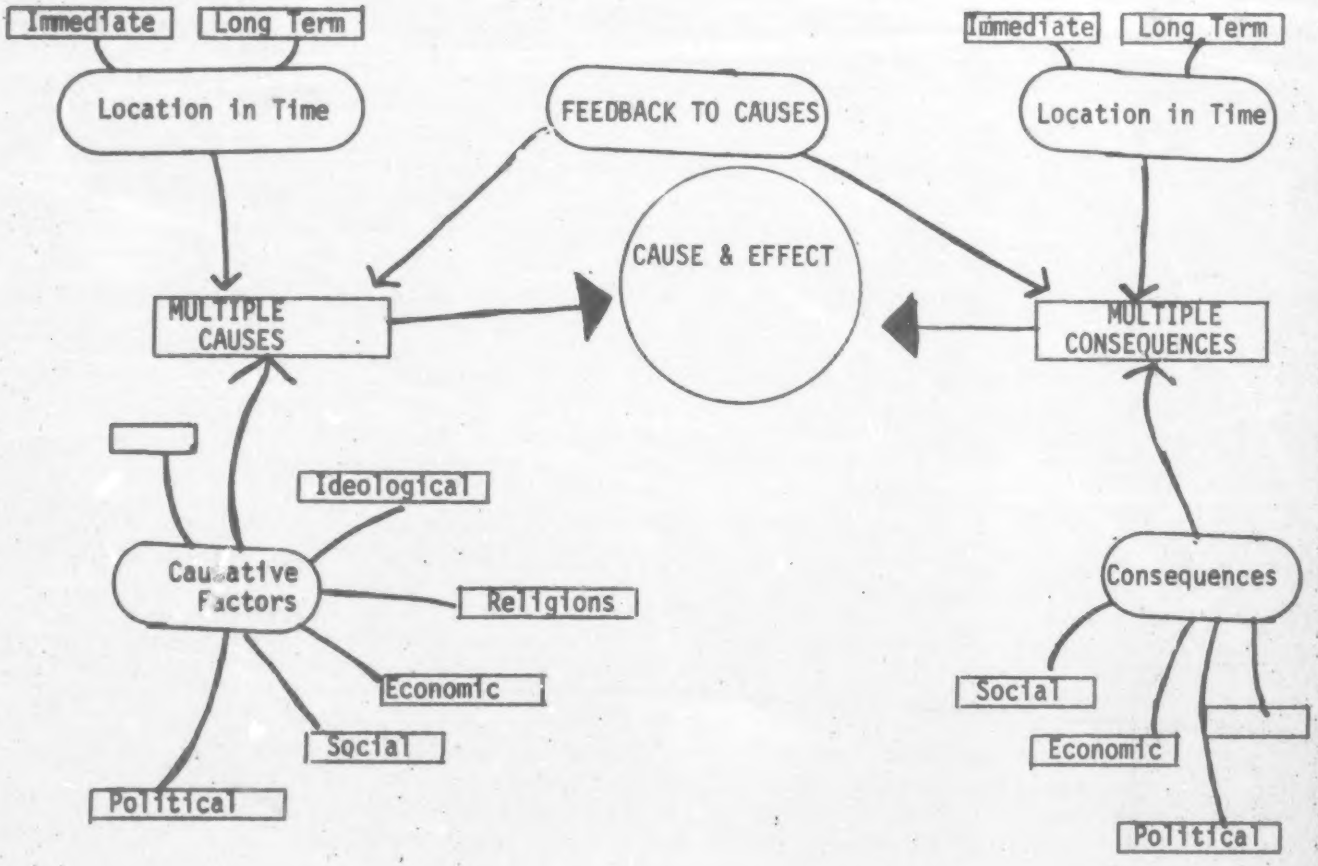
C. Look at what the newcomers did when they actually come to America. How did they handle the gap between expectations and reality? Classify their behavior as you come across it--i.e., did they:

- give up and go home?
- ignore new evidence and keep looking for the picture in their heads?
- recognize that America was different, and adjust to it?
- ask the natives for advice or guidance?
- respect the natives, or exploit them to gain their goal?

Ask the class to *evaluate* these different responses. Which seem best to the students, and why? What values might the Europeans have had that would make them decide differently?

D. Use this kind of framework to talk about later stories and myths about America, and how they affected newcomers. You may want to concentrate on the expectations of particular groups: How did the Irish expect America to be? The Chinese? What do present-day Mexicans or Russians expect it to be? How do they adjust?

CONCEPT: CAUSE AND EFFECT (of an event) Part 1 Diagram


Immediate
Long Term
Location in Time
FEEDBACK TO CAUSES
Immediate
Long Term
Location in Time
CAUSE & EFFECT
MULTIPLE CAUSES
MULTIPLE CONSEQUENCES
Ideological
Causative Factors
Religions
Economic
Social
Political
Consequences
Social
Economic
Political

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CONCEPT: CAUSE AND EFFECT Part II: Narrative

This concept has two major attributes: Multiple causes and multiple consequences. The concept conveys the idea that most events usually have several (multiple) causes and several (multiple) consequences.

The multiple causes attribute alerts us to think of causes in two ways. On the one hand we can think of the "causative factors." There could be many kinds of causative factors for a particular event. The diagram sets forth several factors that a social scientist or historian might consider. On the other hand, we can think of the causes in terms of their location in time. Some causes may be immediate while others are long-range in nature.

The major attributes "multiple consequences" alerts us to think of consequences in three ways:

1. In terms of their location in time - immediate or long term.

2. In terms of the kinds of consequences that may follow from a particular event.

3. In terms of feedback, that is, in terms of how the consequences of an event may in turn have some impact on the original causative factors. For example, corruption in the Roman Catholic Church helped cause the Reformation. One consequence of the Reformation was an effort to clear away the corruption. Thus a consequence can have an impact on the original causative factors.

Part III: Questions

1. What are (were) the causes of this event? (consider factors)

2. What are (were) the consequences of this event?

3. What were the long-term (immediate) causes - or consequences - of this event?

4. What effect (feedback) do certain consequences have on the causative factors?

INSTRUCTIONAL OBJECTIVES

CONCEPT: CAUSE AND EFFECT

Introduction Phase Objective

After introducing the concept of Cause and Effect, the student will recognize that every event is preceded by a series of causes and results in a series of effects.

Suggested Activities;

- Given a series of materials (reading materials, materials on wars, revolution) have the students group and differentiate the causes and effects.

Mastery Phase Objective

Given an example of Cause and Effect, the student will be able to write two major questions derived from the concept of Cause and Effect. The answers to these questions should provide a knowledge of Cause and Effect.

At the mastery level, the student will be able to diagram the concept of Cause and Effect. The diagram will present the essential features of the concept in an organized fashion.

At the mastery level, the student will be able to demonstrate an awareness of a value of understanding the concept of Cause and Effect.

EVALUATION ITEMS

CONCEPTS: CAUSE AND EFFECT

Evaluation Items for Cause and Effect:

Item 1. Problem solving - Given a list of items, the student is to organize them in terms of Antecedent factors, Action, and Resulting factors.

Antecedent factors	Action	Resulting factors
1.		1.
2.	The Crusades	2.
3.		3.
4.		4.
5.		5.
6.		6.
		7.

A. Turkish capture of the Holy Land
B. Religious zeal of some Europeans
C. Weakening of feudalism
D. Desire for wealth
E. Increase in power of king
F. Expansion of monetary system
G. Interest in trade
H. Increase in trade
I. Promise of prestige
J. Growth of town in Europe
K. Cultural diffusion
L. Call for hlep from Pope Urban II
M. Accumulation of wealth

Item 2. Which statement best illustrates the principle of multiple causation of human behavior?

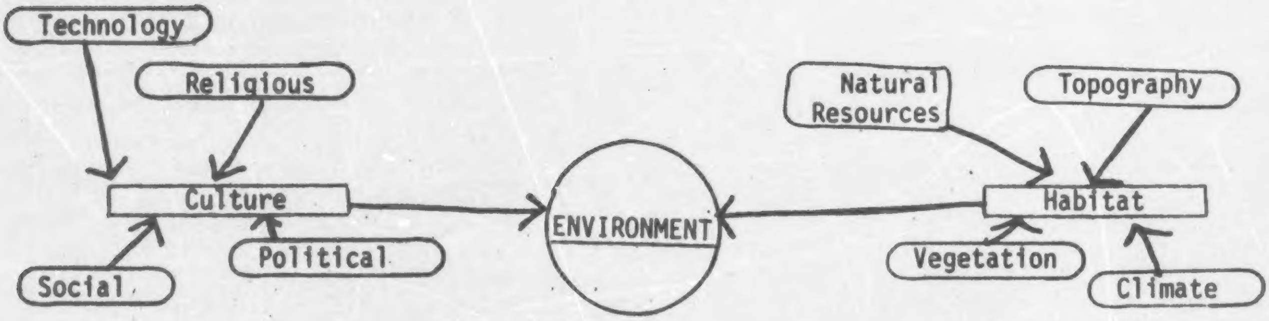
A. To each according to his or her needs
B. Environment and heredity are constantly interacting
C. Geographic differences account for variations in civilizations
D. Wealth and power go together

Item 3. From the list below, select one of the problems facing the U. S. For the problem selected, (a) analyze the problem in terms of its possible causes and its effects on American life, and (b) discuss a course of action for dealing with the problem showing how this action attacks the causes or the effects of the problem.

(1) Alienation of youth
(2) Crime
(3) Drug Abuse
(4) Pollution
(5) Poverty
(6) Racial Conflict

Item 4. What are the main differences between causes and effects.

Item 5. Working in groups, the students will brainstorm, label, and diagram essential components of the concept of cause and effect.


Technology
Religious
Culture
Social
Political
ENVIRONMENT
Natural Resources
Topography
Habitat
Vegetation
Climate

The concept of Environment as diagrammed has two major attributes:

1. Habitat or natural Environment
2. Culture or man-made Environment

HABITAT OR NATURAL ENVIRONMENT

The natural features of environment can be classified as follows:

1. Topography
2. Climate
3. Natural Resources
4. Vegetation

Topography features such things as plains, mountains, valleys, islands and other natural land formations and features which may limit man's development. For example, it is difficult or almost impossible to farm on mountains and plains may leave people open to invasions.

Climate, or the average weather conditions over a long period of time in a given area, affects the way people live and work. Desert conditions definitely limit people's work and lifestyle, as does a rainforest climate. People must then learn how to adapt to their climate in many ways.

Natural resources include various types of soil, forests, animals, minerals, and water. Some of these are renewable while others are not. Forests can be replanted but minerals usually cannot be replaced.

Vegetation is a fourth category of natural features that may exist in a habitat, including types of grasses, trees, and other plant growths.

CULTURE OR MAN-MADE ENVIRONMENT

Culture can be classified into the following:

1. political
2. social
3. technology
4. religion

Earliest man traveled in very small groups of family and clan relationships. He was more interested in hunting and gathering than farming and therefore needed little organized governments. However, as time went on, he settled on the land to form farms, communities and towns for protection and help for the land he had. As these grew, more organization was needed which caused the growth of more complex political units, such as states, kingdoms and countries.

Man is said to be a social being and therefore we see his relationships with other people from the simplistic family units to the more complex societies of our present day. His family was his only concern at first but this soon branched out to the tribal relationship and ultimately to his interest in the nation of which he is a part.

CONCEPT: ENVIRONMENT (CONT'D)

Technology is the way in which man chooses to meet his needs by use of tools or other instruments. This has evolved from the simple tools for hunting and gathering, to the more involved tools of agriculture, and finally to the very complex things needed for our industrial society.

Religion is defined as man's way of answering questions of existence and the world around them. He might use a supreme being or beings, spirits, ancestors, or simply a humanistic explanation for all things. These systems, whether simple or complex, are a part of man's way of life.

INSTRUCTIONAL OBJECTIVES

CONCEPT: ENVIRONMENT

Introduction Phase Objective

After introducing the concept of Environment, the student will be able to understand that environment is made up of the physical or natural conditions and the cultural influence.

Suggested Activities:

1. draw a picture of your house
2. map your neighborhood
3. diorama - house and surroundings
4. show and tell demonstrations
5. role playing (Ex. introduce George Washington to your residence - this is where I live and describe the surroundings, etc.)

Mastery Phase Objective

At the mastery phase, the student will be able to show the interrelationship that the topographic features, climatic features, natural resources, and vegetation have on the natural section of the environment.

The student will be able to show how the level of thchnology, social and political division and religions are cultural elements of the environment.

Given an unfamiliar environment, the student will be able to analyze it in terms of the habitat and cultural components.

Given an unfamiliar environment, the student will be able to write two major questions derived from the concept of environment. The answers to these questions should provide a knowledge of that environment.

At the mastery level, the student will be able to demonstrate an awareness of the value of understanding the concept of environment.

EVALUATION ITEMS

CONCEPT: ENVIRONMENT

Evaluation Items for Environment:

Item 1: Given a series of pictures or slides, dealing with a particular environment, the student will make deductions concerning its physidal and cultural elements.

Item 2: Working in groups, the students will develop two major questions related to the concept of environment, the answers to which should provide a knowledge of that environment.

Item 3: Through the process of brain storming, labeling, and diagramming, students working in groups will develop the concept of environment.

Item 4: List 3 out of 5 types of topographic features which are found in the natural part of the environment.

Item 5: "Man will use the natural part of his environment in order to meet his basic needs."

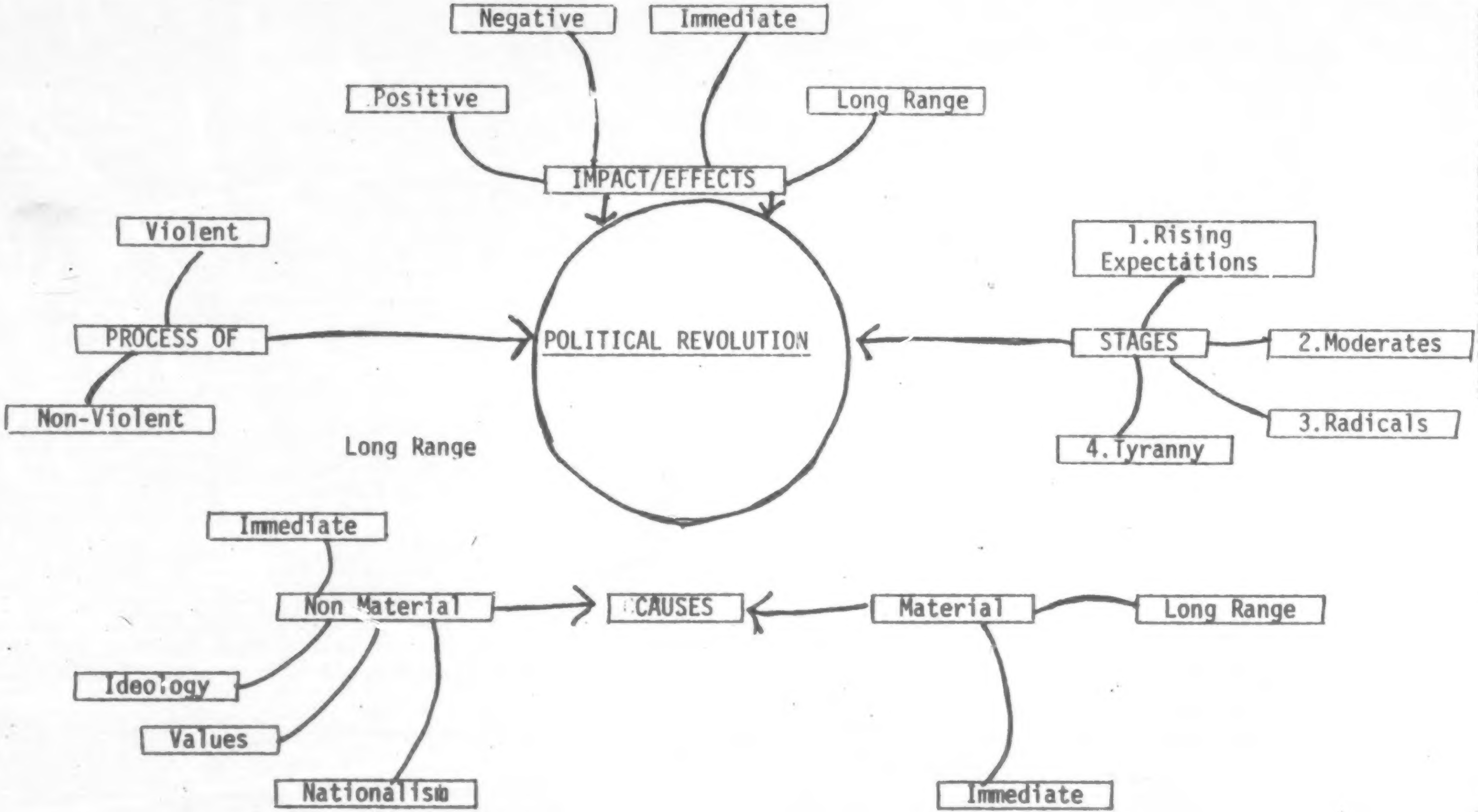
This generalization is derived from which of the following concepts?

a. social division
b. protest
c. habitat
d. scarcity

Part I - Diagram

CONCEPT: POLITICAL REVOLUTION

(Grade 7)


Negative
Immediate
Positive
Long Range
IMPACT/EFFECTS
Violent
PROCESS OF
Non-Violent
POLITICAL REVOLUTION
1.Rising Expectations
STAGES
2.Moderates
3.Radicals
4.Tyranny
Long Range
Immediate
Non Material
CAUSES
Material
Long Range
Ideology
Values
Nationalism
Immediate

CONCEPT: POLITICAL REVOLUTION

The concept of political revolution has three major attributes:

1. Causes
2. Process
3. Impact/Effects

A fourth attribute has been diagrammed, called stages. This attribute is included because of the intensive study of Crane Brinton's research of the British, French, American and Russian revolutions. Brinton, like other scientific historians, would not argue that these conditions will always exist whenever and wherever a revolution occurs. However, Brinton does suggest that the probability is high if a revolution occurs in a society similar to those he studied.

CAUSES

A revolution is a type of conflict. Because no political revolution "just happens," a study of the causes is of primary importance to the historian. Causes of political revolutions can be labeled into three general types:

1. material
2. non-material
3. want for POWER

In considering material causes, we have tested long-range aspects - those which have existed over an extended period of time; immediate aspects - those which ignite action; and economic gain by individuals or groups.

In contrast to material causes, non-material causes are listed. Under non-material causes are listed long-range, immediate, values, philosophy, nationalism, and religion.

The third major cause is the want for power or the redistribution of power. Revolutions sometimes occur when one individual or group desired power to influence, change, modify, or in some other way affect the behavior of others.

PROCESS

The second attribute to be considered is the process or direction a political revolution may follow. Political revolutions can either be violent, such as the American Revolution or it can be non-violent. Violence can be in the form of protest, war, an assassination, etc.

IMPACT/EFFECTS

The third major attribute is impact-effects. The impact/effects of political revolutions will be immediate and long-range and positive or negative.

The fourth attribute, stages, has been adapted from Brinton's The Anatomy of Revolution. Scientific historians make deliberate attempts to formulate generalizations which can apply to a large range of trends and events. This group of historians sometimes make very generalized statements which seem to have implication for future events. The following generalizations have been derived by studying the British, American, French, and Russian Revolutions by Brinton which tend to imply possible characteristics of future revolutions.

EVALUATION ITEMS

CONCEPT: POLITICAL REVOLUTION

Evaluation Items for Political Revolution:

Item 1: Which would be most likely to appear in a motion picture dealing with the French Revolution?

a. the release of a man imprisoned under a lettre de chachet
b. a scene in a voting booth
c. a battle featuring armor-clad soldiers
d. a child working in a textile factory

Item 2: Working in groups, the students will brainstorm, label and diagram the essential components of the concept of political revolution.

Item 3: A study of violent revolutionary activities since 1945 would seem to support the generalization that:

a. revolution always maintains the same ruling classes in power
b. all revolutions during this period have been part of the international Communist conspiracy.
c. victorious revolutions are merely puppets of the major world powers
d. Governments active in behalf of the people's well-being are less likely to experience a revolution.

Item 4: "Whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it."

The author of this quotation defended the American Revolution on the grounds that in his view,

a. cultural diversities necessitated the rebellion
b. unjust laws were forced on the colonies
c. mercantilism curtailed the southern economy
d. religious sepratists desired autonomy

Item 5: Revolutionary movements have exerted a strong influence in various parts of the world.

Given specific evidence, show how each of two revolutionary movements have helped to bring about specific changes in one particular nation of the world (a different nation may be used for each revolutionary movement).

Item 6: Which of the following authors had the least influence on a major revolution?

a. John Locke
b. Jean-Jacque Rousseau
c. Emmanuel Kant
d. Karl Marx

Item 7: (Essay) One generalization concerning political revolutions was developed by Crane Brinton. He believed that political revolutions seemed to evolve through 4 distinct stages:

Stage 1 - rising expectations
Stage 2 - revolution controlled by the moderates
Stage 3 - revolution controlled by the radicals
Stage 4 - evolvement into some form of tyranny

Select two of the following revolutions and show how they either support or refute this generalization

a. The French Revolution
b. The Glorious Revolution
c. The Russian Revolution
d. The American Revolution

Item 8: A study of the causes of the American Revolution of 1776, the French Revolution of 1789, and the Russian Revolution of 1917 best supports the generalization that revolution is most likely to occur when:

a. those in power are resistant to change
b. a society has a lower standard of living than those around it
c. a society has become industrialized
d. stable governments are in power

RESPONSE FORM

1. Do you feel that the overall format of the Concept unit was appropriate for your grade level?

2. Were the lessons appropriate for the development of each concept?

3. What additional help can the concept's task group give you?

4. What successful activity have you developed that would be of benefit in developing these concepts.

Your Name Is ______________________________

Your School Is ______________________________

Your Grade Level ___________________________

:11
7/10/79

(Grade 7)

CONCEPT SEQUENCE REPORT FORM

Name: ______________________________ Concept: ________________

School: _____________________________ Date: ________________

Grade Level: ________________________

I. Titles of Lessons/Units:

____

____

____

____

II. Support Materials for Development:

A. Page numbers in Teacher's Guide:

____

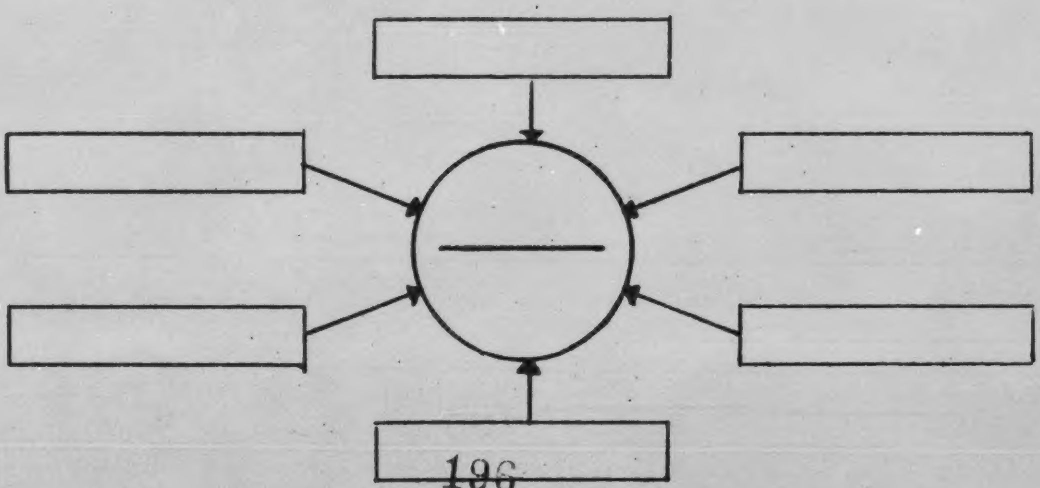
B. Type of materials used in lessons (A.V., text, picture cards)

____

____

III. Based on the Concept Model complete the following:

A. Please write in the particular aspects of the concept that are being developed in the lesson(s).



B. Please note what additional aspects of the concept can effectively be developed through these lessons.

____

____

____

C. How adequate are the materials in developing the concept?

____

IV. You have received a Teacher's Guide and Lesson Plans to help develop this concept in our school district.

A. Identify the pages in the Teacher's Guide and the Lesson Plan numbers that you think could be used with the text lessons.

	Teacher's Guide	Lesson Plans	Text Lesson
page #:	________	(#)________	(#)________
page #:	________	(#)________	(#)________
page #:	________	(#)________	(#)________
page #:	________	(#)________	(#)________

DISCUSSION SKILLS

INTRODUCTION

In our daily lives, few skills are used and abused more than discussion skills. Mastery of discussion skills is vital to success in almost every endeavor in our lives. Few of us, however, have had systematic training in the development of discussion skills and techniques. An examination of various curricula indicates that no plan exists for the sequential development of discussion skills. Too often we have assumed that discussion is an art with which we are born. Productive discussion requires the use of several skills which must be learned in a sequential fashion.

While we as educators must accept most of the blame for this lack of discussion skills development, it is not difficult to determine why this situation has persisted. We have not addressed ourselves to the need for the explicit and systematic teaching of discussion skills throughout the K-12 curriculum. Our study of the process of learning discussion skills indicated that a student's ability to engage in productive discussion is dependent on a variety of social skills and attitudes.

A student's ability to engage successfully in a discussion is dependent upon his ability to cope with emotions, to engage in listening empathically and affectively, and to demonstrate courteous behavior. A student must also possess a self-concept and have a willingness to contribute in order to participate in a productive discussion. Before discussion skills can be introduced, the students needs to develop the social skills needed for human interaction. Much of this work is presently being done on the primary level. By the end of the primary years, the students have begun to develop simple discussion skills and they engage in different types of discussion such as problem-solving and open-ended discussions.

It is the feeling of the Committee, however, that because of the press of other curricula demands, this elementary program of building the necessary social skills along with the systematic development of discussion skills begins to be neglected in the upper elementary grades and, for the most part, on the junior high levels. Yet, interestingly enough, teachers on the senior high level expect the student to have acquired the needed skills prior to the tenth grade.

This basically is the situation which faced our committee. Knowing full well that successful discussion requires mastery of both social as well as discussion skills, the Committee, nevertheless, decided to begin our task with what seemed to be the more manageable - the naming and describing of only those skills which we felt were the most basic to discussion and which could be developed systematically for K-12. Our list of discussion skills is not intended to be a comprehensive list; it is merely a beginning. We recognize that later it will be necessary to identify, describe and sequence the learning of social skills throughout the K-12 curriculum. That task awaits us.

Our present report includes the identification and description of eight basic discussion skills and their subskills. The identification and description of these skills was no easy task and some teachers may disagree with our choices. We will undoubtedly add certain skills as we implement the discussion skills aspect of the curriculum. In the meantime, we have suggested classroom activities which might be used to develop each of these skills, and we have made suggestions for evaluation items and techniques. In no way are these activities intended to replace the teacher's imagination or creativity. Instead, we hope these suggestions will serve to stimulate new ideas and approaches. We will frequently consult with you as you develop more ideas and materials for teaching discussion skills. An S.O.S. form to be used to exchange suggestions, criticisms, and pleas for help is included at the end of this packet.

SOCIAL STUDIES SKILLS DISCUSSION SKILLS

* Grade at which skill is introduced
--Grade at which skill is reinforced, maintained, extended
/ Grade at which 90% mastery should be expected

SKILL BUILDING SEQUENCE	GRADE LEVEL												
	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Getting acquainted and establishing trust	*	--	--	--	--	--	--	--	--	--	--	--	--
2. Organizing for action													
a. Maintaining order within a group.	*	--	--	--	--	--	/						
b. Introduced to roles of initiator, clarifier, summarizer, evaluator, contributor & recorder.								*	--	--	/		
c. Introduced to roles of encourager & harmonizer											*	--	/
3. Contributing to the discussion													
a. Recognizing the value of contribution	*	--	--	--	--	--	--	--	--	/			
b. Taking the responsibility to contribute	*	--	--	--	--	--	--	--	--	--	--	--	--
c. Responding to other contributions	*	--	--	--	--	--	--	--	--	--	--	--	--
1) Verbal	*	--	--	--	--	--	--	--	--	--	--	--	--
2) Non-verbal	*	--	--	--	--	--	--	--	--	--	--	--	--
4. Active listening													
a. Listening for a specific purpose	*	--	--	--	--	--	/						
b. Listening to perceive differences of opinion and areas of agreement					*	--	--	--	--	/			
c. Listening carefully to be able to paraphrase what someone else has stated					*	--	--	--	--	/			
d. Listening to distinguish between fact and opinion								*	--	--	--	--	--
e. Listening carefully to be able to summarize what someone else has stated											*	--	--
5. Learning to co-operate	*	--	--	--	--	--	--	--	--	--	--	--	--

Skill Building Sequence (continued)

	K	1	2	3	4	5	6	7	8	9	10	11	12
6. Setting clear goals													
a. Recognizing the issues													
1) Stating the issue								*	--	--	--	--	/
2) Identifying the types of issues													
(a) Moral of value issues								*	--	--	--	--	/
(b) Issues of definition								*	--	--	--	--	/
(c) Issues of fact and explanation								*	--	--	--	--	/
(d) Legal issues								*	--	--	--	--	/
(e) Disagreement over frame of reference								*	--	--	--	--	/
b. Recognizing the types of discussion													
1) Simple recitation								*	--	/			
2) Inductive questioning								*	--	/			
3) Open-ended questioning								*	--	/			
4) Problem solving								*	--	/			
5) Debate									*	--	/		
c. Recognizing the purposes of discussion													
1) To solve problems								*	--	/			
2) To air one's opinion								*	--	/			
3) To find out what others think								*	--	/			
4) To clarify one's point of view								*	--	/			
5) To re-evaluate one's point of view								*	--	/			
6) To gain feelings of acceptance & belonging								*	--	/			
7) To persuade								*	--	/			
7. Discussion with a direction													
a. Being sensitive to other's responses											*	--	/
b. Stating the issue over which there is disagreement											*	--	/
c. Pursuing the issues systematically											*	--	/

Skill Building Sequence (continued)

	K	1	2	3	4	5	6	7	8	9	10	11	12
7. d. Making explicit transitional statements											*	--	/
e. Recognizing the relevance of statements to the issue											*	--	/
f. Thinking on two levels													
1) "Taking a stand" and defending it											*	--	/
2) Being aware of the discussion process and student's role in it											*	--	/
8. Arriving at a conclusion													
a. Reaching a majority opinion	*	--	--	/									
b. Recognizing the four types of conclusions								*	--	--	--	--	/
c. Reaching a consensus											*	--	/

Eight Basic Skills and Their Importance in Discussion

1. Getting acquainted and establishing trust

In order for a group to function well, it is important for all members to get acquainted and establish trust so that each person feels comfortable with that group.

2. Organizing for action

Maintaining order within a group is a basic skill that needs constant attention and reinforcement. Initially, the process is teacher-directed. As the students become proficient in this skill, they should be encouraged to become self-directing in small groups at first, aiming at total class involvement and self-direction.

Hopefully by grade seven, the students have had experience with the various roles necessary for having a good discussion and would now be ready to recognize and to perform these functions:

INITIATOR - gets the discussion underway, helps the group organize itself, keeps the group moving steadily toward its goal

CONTRIBUTOR - offers facts, opinions and experiences which might aid the group in solving the problem

CLARIFIER - raises questions about contributions that are unclear, asks for definitions of vague or ambiguous terms, requests additional information

SUMMARIZER - points out the relationships between contributions, summarizes where the group stands on an issue (then checks with the group to make sure he is accurate)

EVALUATOR - shows the group how well they are moving toward accomplishing their goal, points out problems they are having in working together

RECORDER - keeps a record of the main points of the discussion, writes down the group product if it is to be submitted to the teacher, helps refresh the group's memory about what has been covered in a discussion

By grade ten, the more sophisticated roles of encourager and harmonizer may be introduced.

ENCOURAGER - tries to get all members of the group to contribute by showing interest in what they say, praising their contributions, being friendly

HARMONIZER - helps to relieve tension and settle disputes between other members, helps the group work out its disagreements, suggests compromises.

3. Contributing to the discussion

a. Recognizing the value of all contributions

Group members need to learn that in trying to arrive at an answer to a question they must elicit contributions from every member and consider all contributions carefully.

b. Taking the responsibility to contribute

The student must individually decide what knowledge he wishes to contribute and when he wishes to contribute it. The pieces of information come from the student's own store of knowledge.

c. Responding to other contributions

(1) Verbal

Students must become aware of what others are saying and react to those contributions. Keeping to the point is essential for good discussion. The results of the discussion should be a combination of ideas - a group product.

(2) Non-verbal

Whenever two or more people interact, they send and receive messages, both verbally and nonverbally. Our non-verbal behavior may be as communicative as our verbal behavior.

4. Active listening

a. Listening for a specific purpose

b. Listening to be able to perceive differences in opinion and to perceive areas of agreement

c. Listening carefully to be able to paraphrase what someone else has stated

Before a student can constructively contribute to another's comments, he must thoroughly understand the other's position. Therefore, it is important that the student learn to restate what was said before he responds to it.

d. Listening to distinguish between fact and opinion

e. Listening carefully to be able to summarize what someone else has stated

If a discussion is to progress toward a meaningful conclusion, the participants need to be able to discuss and digest only the salient points. The student needs to learn to make a statement of the main points of the substance of the discussion.

5. Learning to cooperate

   Members of classroom groups need to be encouraged to work with one another, instead of against one another, in accomplishing their goals. In group discussion, co-operation consists of drawing others out instead of arguing with them, sharing information, and assembling all contributions into a group product.

6. Setting clear goals

   A. Recognizing the issues

      (1) Stating the issues

      One of the first challenges of discussion is to sort out how many different things are being said about the topic. There is a need to identify the points of agreement and disagreement. This allows the participants to focus on the topics and to pursue them systematically. To state issues clearly, it is useful to translate into questions the main positions or opinions that the participants have. Students should be able to state clearly what the main issue of the discussion is. Prior to seventh grade, the committee feels the teacher takes the responsibility for stating the issue.

      (2) Identifying the types of issues

         (a) Moral or value issues - "goodness or badness" based on certain moral principles. Where there are two conflicting values in a discussion, one must be violated regardless of which policy stand is taken. An effective way to point this out is through the use of familiar situations similar to the situation being discussed. Use of familiar situations forces the discussant to do two things:

            1 - See that there are at least two competing values.

            2 - Show why we may uphold a value in one situation and yet reject the same value in a similar situation.

         (b) Issues of definition - a "labeling problem"

            1 - Deciding which examples should or should not be classified under a controversial label ("Communist")

            2 - Selecting general criteria in a definition

               a. Stipulation - simply agreeing to use a word consistently in a specific way

               b. Use of an authoritative source - a dictionary

(c) Issues of fact and explanation - disagreements about the descriptions or explanation of events. For example, "Man is a warlike animal" might be viewed by one person as being a fact while another might see it as being opinion.

(d) Legal issues - usually a combination of value, definitional and factual questions. The first issue in a legal question is whether or not a particular action can be classified as falling under an existing law. It then becomes a question of defining whether the act in question is covered by an existing law. Application of the law usually carries with it a sense of fairness. Concepts such as fairness, impartiality, and avoidance of cruel and unjust punishments are clearly value judgements.

(e) Disagreement over frame of reference - the way different people look at the world. The way people come to see the issues in a case is determined by their frame of reference, the most important values and beliefs that influence how they look at the world. For example, the proposed building of a new school might be viewed quite differently by a school child, a teacher, a taxpayer and a custodian.

B. Recognizing the types of discussions

For discussion to be successful, all members must know at all times what the goal of their interaction is. There are several types of discussion. Most types may be used on the elementary level, even if they are not specifically named. However, at the junior high level, the student should be aware of, and be able to identify, the five basic types of discussion. These are:

(1) Simple recitation - student answers questions asked by teacher and other students.

(2) Inductive questioning - student develop an idea as the result of careful, organized questioning by the teacher.

(3) Open-ended questions - encouraging the students to think and to value their own ideas as well as the ideas of others - no right or wrong answers.

(4) Problem solving - attempting to reach student consensus, not just sharing ideas.

(5) Debate - a structured exchange of two opposing sets of ideas, carried on under a set of rules.

C. Recognizing purposes of discussion

In addition, there are many purposes for discussion. The teacher may find it desirable to make the purpose of the discussion clear at the beginning. Hopefully during the junior high years, the student should understand and be able to interpret the seven basic purposes of discussion:

(1) to solve problems

(2) to air one's opinion

(3) to find out what others think

(4) to clarify one's point of view

(5) to re-evaluate one's point of view

(6) to gain feelings of acceptance and belonging

(7) to persuade

7. Discussing with direction

An effort to produce clarity in a "disciplined discussion" depends upon factors such as listening, responding to the issue, and trying to keep on the track.

A. Being sensitive to other's responses - developing sensitivity to what others are saying. The student should be able to recognize sensitive and insensitive conversation.

B. Stating the issue over which there is disagreement - this is necessary when the participants throw in too many opinions and there is much disagreement. The student needs to develop the ability to summarize the nature of the issue over which there is disagreement - this provides focus and direction for the discussion. A good way to do this is by stating the issue in question form.

C. Pursuing the issues systematically and with some degree of continuity - sticking with the issue long enough to deal with its problems thoroughly.

D. Making explicit transitional statements - making explicit the changes of transitions of the issues in a discussion.

When someone chooses to change the issue under consideration, he must make an explicit transitional statement, explaining why a change of issue at that point would move the discussion forward.

E. Recognizing the relevance of statements to the issue - determining whether or not a particular statement is related to the issue under consideration.

Challenging the relevance of a statement is a way of pressing toward greater continuity - systematically focusing on one issue at a time.

F. Thinking on two levels - discussant thinks on two levels at the same time:

Level #1 - He has to "take a stand" and think of reasons to defend it.

Level #2 - He has to be aware of the "discussion process" itself and his role or roles in it. For example, Am I responding to others' contributions? Am I actively listening? Am I sticking to the topic?

8. Arriving at a conclusion

Not all types of discussion result in a group product; it depends on the purpose of the discusion. The four types of conclusions are

a. Open-ended - each member comes to an individual conclusion in his own mind.

b. Authoritarian decision - a power figure imposes his conclusion on the whole group.

c. Majority-minority opinion - a group product which reflects the best to which all members can contribute.

d. Consensus - when the group arrives at a decision to which all group members can concur or support.

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for

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GRADE SEVEN

I. Getting acquainted and establishing trust

Activity 7

The teachers should assemble the following materials:

1. Sheets of paper - one for each student
2. string and scissors
3. felt tipped pens

Procedure:

1. Distribute materials and ask each student to make a sign by doing one of the following: (allow 5 min.)
    a. draw animal which best represents himself
    b. list adjectives which best describe himself
    c. draw a picture of himself
2. Ask each student to wear his sign
3. Each student walks around room - silently observing other pictures (5 min.)
4. After five minutes they are allowed to ask questions about the signs.
5. After returning to his seat, each student is asked to say one thing he or she learned about someone else from looking at his sign.

> Structured Experiences for Human Relations Training Vol. III, Pfeiffer and Jones, University Associates, LaJolly, California, 1974, pages 3-5.

Activity 7

The teacher distributes group conservation starter sheets and pencils. Students fill out their sheets individually. Participants should share experiences rather than opinions. The group then sits in a circle and shares information on the sheeet. The teacher should encourage them to recognize similarities.

Group Conversation-Discussion Starters

1. Other people usually.....
2. What I do best is .....
3. Anybody will work hard if .....
4. People think of me as .....
5. When I let go .....
6. School can be .....
7. Nothing is so frustrating as .....
8. People who run things should be .....
9. I miss .....
10. The things I like about myself are .....
11. There are times when I .....
12. I would like to be .....
13. When I have something to say .....
14. As a child I .....
15. The person I liked best was a person who .....
16. It is fun to .....
17. It is very easy for me to .....
18. Ten years from now, I .....

Activity 7

Divide the class into pairs. Instruct each pair to find out as much as possible about each other in about twenty minutes. Have each partner introduce the other to the class.

Structure Experiences for Human Relations Training, Vol. II, page 4.

Activity 7

Divide the group into an inner circle and an outer circle. Have one circle move around so each person spends a few minutes getting acquainted with each person in the other circle. Give the students a particular assignment such as:

1. How would you spend $50?
2. "My favorite and least favorite foods" .....

Activity 7

Divide the students into groups of two. Blindfold one member. Other member must lead partner around room or school.

Evaluation Items

After the group has had a chance to perform, the class as a group can discuss:

1. What questions did you use which helped you to get acquainted?
2. What attitudes do you feel are most conducive to getting acquainted?
3. How did your reactions influence your interviewer?
4. How did your feelings change toward your partner from the beginning of the interview to the end?

II. Organizing for Action

Activity 7

Pre-Activity Instructions

The teacher will carefully explain the function of each of the following roles: initiator, clarifier, summarizer, and evaluator.

1. Initiator
    a. helps start discussion
    b. organizes group
    c. introduces new ideas
    d. raises new questions

2. Clarifier
    a. asks for additional information
    b. requests definition of vague terms
    c. raises questions about previous contributions

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3. Summarizer

   a. brings group up to date on their progress
   b. indicates where they stand on the issue
   c. points out areas of agreement and disagreement

4. Evaluator

   a. keeps group posted on how well they are attaining their goals
   b. points out weaknesses in process

Teacher will also need to prepare cards labeled "Contributor" for each of the other members of the class.

Activity 7

The teacher presents the class with a controversial issue and distributes cards which indicate the following roles:

1. initiator
2. clarifier
3. summarizer
4. evaluator
5. contributor - most of the class
6. recorder

The students are instructed not to tell anyone the role to which they have been assigned; they are to reveal it through their behavior during the discussion. After the discussion, the class tries to guess who was playing each role.

> *Learning Discussion Skills Through Games* by Gene Stanford and Barbara Dodds Stanford, Citation Press, New York, 1969, page 42.

Evaluation Items

Repeat the above procedure with a new topic. Have each group member write down the names of persons who they think have been assigned each role.

1. initiator
2. clarifier
3. summarizer
4. evaluator

Variation - tape the discussion and play it back to evaluate the roles.

Activity 7

Students are seated in a circle with the teacher standing outside the groups. Only the following directions are to be given:

> "You are to calculate the average height in feet and inches of the members of this group. If a member does not know his exact height, he may give an estimate. The group must agree on the answer and appoint someone to submit it to the teacher."

The teacher then steps away and does not talk to the group until the problem is solved. This activity can be started with small groups working toward larger groups. The game can be repeated using variations in the problem.

> Learning Discussion Skills Through Games by Gene Stanford and Barbara Dodds Stanford, Citation Press, New York, 1969, page 22.

Evaluation Item

At the conclusion of the activity, the class should discuss the following questions:

1. What slowed the group down?
2. What problems did it have in organizing?
3. Did anyone take over leadership?
4. Is that good or bad?
5. Was a leader needed?
6. What responsibility did each member have?
7. How could the group solve the problem faster next time?

III. Contributing to the discussion

A. Recognizing the value of all contributions

Activity 7

1. Unlimited number of players - maximum of 30
2. Time - approximately thirty minutes
3. Materials - three large pictures mounted on oak tag or heavy cardboard. Cut each picture into a jigsaw puzzle of ten pieces.
4. Procedure - divide the class into 3 groups. Each member of a group takes a piece of a puzzle from a centrally located container. Without talking, they are to cooperate in assemblying the puzzles in the shortest time possible.

Evaluation

If the puzzle is completed, the teacher can be certain that some kind of cooperation took place. The degree to which each member contributes may vary.

B. Taking the responsibility to contribute

Activity 7

1. Unlimited number of players - typical class size
2. Time - class period
3. Procedure - the teacher announces that the class will take part in an open-ended discussion. The purpose of the game is to win the most points. The teacher divides the group into two pairs. For the first contribution, a team gets 2 points; for every subsequent contribution from an individual, the team gets one point. At the end of the discussion, limited by time, the team with the most points wins. Any team which has total involvement, gets a bonus of 10 points.

Evaluation

The committee believes that success at performing this activity indicates the students are beginning to master this skill. If both teams earn bonus points for total involvement, the teacher can assume that the skill is understood.

Replay the game for evaluation.

C. Responding to other contributions.

1. Verbal

Activity 7

Have one group act out the following dialogue. The class has to listen and pick out which people went off the subject. For discussion purposes, a copy of the dialogue should be available for each student.

Dialogue

Question to be discussed: Should talking be unlimited in study hall?

BILLY: It would help me to understand my math if Joey could explain our homework assignments to me. Joey understands math. When I ask permission to talk, the teacher gives us only two minutes. Joey needs more than two minutes to explain to me and I need min to watch me do the first problem. This takes at least ten minutes. After, study hall is supposed to help us get out work done.

SUE: If you would listen during math class, you wouldn't need any help.

MARY: Billy's right. When I was absent, I needed Martha to help me on our social studies project, but we couldn't talk longer than two minutes.

JEAN: When people talk in study hall, it disturbes me.

SUE: Billy never pays attention in any class. If he talks in study hall, he'll just fool around.

ROBERT: Don't forget Mrs. Jones has the job of keeping out study hall orderly. She can't give everyone permission to talk all the time.

BILLY: If I talk quietly and don't bother anyone, why would it upset Mrs. Jones' study hall?

SUE: You just don't like Mrs. Jones, Billy. You haven't liked her since she sent you to the rear of the cafeteria line!

JEAN: I only have one study hall a week and our room is too crowded for me not to hear you.

MARY: Maybe we could ask Mrs. Jones if those that need to talk could work in the back of the room quietly and those people who need silence could work in the front of the room.

SUE: If you're going to ask for this, why not ask if we can eat candy in study hall too?

BILLY: Mrs. Jones won't let us eat candy anywhere.

JEAN: Mrs. Jones always helps me with my homework. You shouldn't say bad things about her, Billy Smith!

BILLY: Well, all the teachers like you.

SUE: The teachers would like you, too, if you wouldn't get into trouble all the time.

THE BELL RINGS.

Evaluation item

One example of teacher evaluation would be a multiple choice test based upon a dialogue. Using the above dialogue, answer these questions:

1. Who tried to bring the discussion back to the topic?

   a. Billy   b. Sue   c. Mary

2. Who suggested a means of compromising?

   a. Billy   b. Jean   c. Mary

3. Who is speaking when the conversation completely goes off the subject never to return?

   a. Mary   b. Sue   c. Jean

2. Non-verbal

Activity 7

Prior to the discussion the teacher selects five students privately to be actors. He instructs the students to perform a specific non verbal gesture during the discussion. For example:

a. shaking the head in disagreement
b. nodding the head in agreement
c. smiling at each contribution
d. pencil tapping
e. chair rocking
f. etc.

The actors are further instructed to take note of how their behavior influences the discussion of other students.

Following the discussion, the teacher tells the class that certain members were acting. He then invites the class to try to guess who the actors were and to comment on how their actions affected the discussion.

IV. Active Listening

A. Listening for a specific purpose - (this skill should have been mastered by grade 6).

B. Listening to perceive differences in opinion and to perceive areas of agreement.

Activity 7

1. Class-size - unlimited
2. Time - 20-30 minutes
3. Procedure - the teacher introduces two opposing points of view. (Stands on political issues would be good.) Let one student give each point of view. Students then list ways in which the two positions are different.

Evaluation

The following accounts could be taped and played to the class.

Following the first playing of the tape, the students should answer the following questions:

1. How are these two accounts alike?
2. How are they different?
3. Why do you think that they are different?
4. Who do you think wrote the first account? The second account?
5. Why?
6. Which account do you think is more accurate? Why?
7. Which author supports his statements with facts? Gives specific examples?
8. Read other accounts on the treatment of slaves, and write a paragraph in your own words about how the slaves were treated. How do your conclusions compare with the accounts written by the two authors above?

ACCOUNT I

All colonies had regulations to govern the slaves' behavior. These regulations were called Slave Codes. The purpose of the codes was to control the slaves in order to keep them from starting rebellions. The codes in colonies where there were large numbers of slaves were generally more severe than the codes in colonies where there were fewer slaves.

Under the slave codes, blacks were not allowed to own property or weapons. They could not buy or sell goods, or leave the plantation without permission of their master. In towns and cities, blacks were required to be off the street by a specified hour each night. A slave could not testify in court against a white person. A slave who was charged with a crime against a white person was therefore unable to defend himself. Any slave who violated the laws was likely to be severely punished, perhaps even by death.

Slaves in the South were not allowed to marry. Sometimes they were not even allowed to choose their own mates. Children could be separated from thei parents when the parents or the children were sold to a new owners. Some children born to slave mothers had white fathers. These children were classified as slaves.

ACCOUNT II

Slave treatment. While there were some incidents involving the abusing of slaves, public opinion and state law generally assured the slaves of good treatment. Plantation owners usually cautioned their overseers against using brutal practices. Naturally, there were some abuses on large plantations, especially when the owners did not live on them. Most people, however, fovored kind treatment of slaves.

The courts were especially watchful in the interest of the slaves. In 1818 the state supreme court freed two slaves who had been sold...by a resident of Indiana. Als a...white man was sentenced to hand for murdering a slave in 1821.

A planter usually took a keen interest in his slaves, attending to both their spiritual and their physical needs. It was the planter who ordinarily assumed the responsibility for the souls of his slaves. Sometimes "Sunday Schools" were held on the plantation by the planter's wife, and the Negro slaves usually attended their master's church, where they sat in a "slave gallery."

C. Listening carefully to be able to paraphrase what someone else has stated.

Activity 7

1. Group size - unlimited
2. Time - one to two class periods

c. Procedure
   a. Teacher explains that class is to discuss a controversial topic.
   b. Rules - student number two must paraphrase what student number one said before he may respond to student number one. Student number three paraphrases student number two before he gives his opinion about what number two has said.

Evaluation item

For evaluation, we recommend the discussion be taped and that the class answer these questions after listening to the tape.

1. Did you notice any times when a member ignored the previous contributions and presented a new idea?
2. What is likely to be the cause of failing to respond to previous ideas (not listening carefully, not trying to see relationships, or being too concerned with one's own new idea)?

D. Listening to distinguish between fact and opinion

Activity 7

The teacher reads each of the following four dialogues and the students determine through discussion whether the dialogues are based on fact or opinion.

1. **TOM:** Do you remember when the United States came into World War II?

   DICK: Wasn't it after Germany invaded Russia in the fall of 1941?

   HARRY: No, it was after some big sneak attack in the Pacific. We went to war first against the Japanese.

   TOM: Oh, sure, it was Pearl Harbor. Where is that?

   DICK: In Hawaii.

   HARRY: When was Pearl Harbor Day?

   TOM: December 7, 1941.

   DICK: Then that must be when we went to war.

2. **JOE:** We just have to get the gangs and criminals off the streets.

   JILL: What makes you think there are so many gangs on the street?

   JOE: Look at all these racial demonstrations. They're nothing but gangs of hoodlums.

   JILL: That's nonsense. They're oppressed minorities looking for equal treatment under the law.

   JOE: They're gangs.

   JILL: You mean they're the same as people who roam the streets stealing cars and committing vandalism?

   JOE: No, but they have the same effect. They scare the poor little guy who just wants to be left alone.

   JILL: Well, let's treat your two "gangs" as two different groups. We'll call one "civil rights gangs" and the other "outlaw gangs."

   JOE: That's all right with me, and I'm against both.

   JILL: Now you tell me why you're against civil rights "gangs".

3. **AL:** We've simply got to increase our aid to poor people or we're going to end up with riots and all kinds of social unrest.

HERB: But handouts aren't any solution to the problem. We have to change our attitudes toward them.

AL: You mean you're against helping poor people?

HERB: No. It's just that they have to be given the opportunity to attain self-respect, and the dole is not the way to do it.

AL: Well of all the arrogant, selfish attitudes! Jack, what do you do with someone who has no feeling or compassion for poor people?

JACK: Well, it's probably that Herb has never been poor himself.

AL: That's right.

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4. **JOE:** Cincinnatus and Homer were started at the same time.

FRED: What do you mean? Homer was the first township to be settled.

JOE: Are you sure? I thought they were both among the early townships in Cortland County.

FRED: That's true. Let's look up the settling date of both Homer and Cincinnatus to be sure.

Evaluation Item

1. Class size - unlimited
2. Time- 15 minutes
3. Procedure
   a. Teacher distributes fact or opinion answer sheets to each student. (Answer sheet is a plain sheet of paper numbered from 1 to 8)
   b. Teacher then reads letter (students do not have a copy - they are listening).
   c. As teacher re-reads letter, students determine by listening whether or not each statement is a fact or opinion. They then write fact or opinion after the appropriate number on their answer sheet.

Dear Brother Ephraim,

You letter came by the mail-stage today. (1). I'm glad you've sold the home place, now that father and mother have gone. (2). I'm happier still that you and Elizabeth have decided at last to leave New Hampshire and try our western country.

(3). Your route to Albany is best by way of Springfield, Massachusetts. From there to Schenectady you'll take either Mr. Beal's or Mr. Hudson's stage, though I recommend Mr. Beal's and a stop overnight at his fine tavern in Schenectady. (4). A dirtier city on God's footstool you never saw. (5). There is a new college there, Union College.

At Canajoharie I want you to walk along the towpath of the Inland Lock and Navigation Company's canal there for two reasons. (6). First, because you'll see God's handiwork as you never saw it before. What river and what giant waterfall cut through those rocks and left those vast pot-holes high above the canal and the Mohawk which flows there today. Also I want you to see Inland Lock and Navigation Company's canal. (7). Twenty-five hundred feet of it was cut through solid rock.

(8). Ephraim, the land development is God's miracle worked before our eyes and you're coming just in time to partake of it!

Your brother,

Eliphalet Stark

New York State: Our Cultural Heritage, Lawrence J. Pauline, Cambridge Book Company, New York, 1971. p. 134-135.

V. Learning to Co-operate

Activity 7

1. Three people in a group
2. Materials - scissors, glue, construction paper
3. Purpose - to construct a house using these materials
   Each group member owns one of the materials and is the only person to ever use it.
4. Completion of the house and group discussion of problems as a follow-up activity provide a form of evaluation.

VI. Setting Clear Goals

A. Recognizing the issues

* NOTE to the teacher - for additional information you may want to refer to Taking a Stand by Oliver and Newman

Activity 7

Pre-activity instruction

The teacher should use the lecture method to present to the students the importance of stating the issues and the various types of issues such as:

1. moral or value issues
2. issues of definition
3. issues of fact and explanation
4. legal issues
5. issue disagreements over frame of reference

The purpose of this instruction is to acquaint the student with the fact that there are different types of issues. The teacher should make every effort to identify the different types of issues as they arise in class discussion.

Activity

The teacher may want to use the dialogues listed under the next skill - Recognizing types of discussion - for the purpose of identifying the various types of issues.

B. Recognizing Types of Discussion

Activity 7

The teacher should use the lecture method to present to the students the various types of discussion. (You may want to refer to Learning Discussion Skills Through Games by Gene Stanford and Barbara Dodds Stanford p. 10-12)

Types of Discussion

1. Simple recitation
2. Inductive questioning
3. Open-ended questioning
4. Problem solving
5. Debate (not introduced until 8th grade)

*NOTE to the teacher - the committee does not expect formal debate to take place in eighth grade, however, we do feel that they can participate in a structured discussion using the rudiments of parliamentary procedure.

We encourage cooperation with the English Department in this area.

Evaluation Item

The student should read each of the following dialogues. He should be able to identify each of the various types of discussion.

a. Simple recitation
b. debate
c. problem solving
d. open-ended
e. inductive questioning

TEACHER: We are now ready to begin study of the chapter in our textbook entitled, "Two Revolutions that Threatened the Old Order," which was your assigned reading for today and tomorrow. But since in this course we have not yet considered seriously the meaning of revolution, I propose that we treat the subject more broadly than does this textbook chapter. This means we may want to re-read some material which has come before and some which comes later, as well as dip into other kinds of resource material. Class, what do you think will be served by studying the subjects of revolutions?

BOB: We should understand revolutions better.

TEACHER: What do you mean by understand?

BOB: I mean what we have meant all year by the term. To understand a statement means to see its relatedness to other statements - like facts to theories and theories to facts - and also to have an idea as to the use to which the statement can be put outside of the school.

JOE: Yes, but to carry it further - to understand a concept like revolution means to be able to identify specific cases that have occurred and to describe the characteristics of a specific case so that if you encounter a new instance you will know how to classify it. If you know that a new happening is a revolution, you should be able to predict or forecast the results of behaving toward it in a given way.

MARY: I would think the best way to define revolutions is to say they are what Communists start.

TEACHER: Do you think people like Thomas Jefferson, John Adams, Patrick Henry, and Thomas Paine were Communists?

TEACHER: Today we are going to discuss opposite sides of an issue. The rules of courtesy will hold during the discussion. The topic is "Resolved: That Capitol Punishment Should Be Carried Out Against Convicted Murderers."

JOE: My team says it is alright for the state to punish someone by killing him.

MARY: My team says it is wrong for anyone, including the state, to kill anyone for any reason.

TEACHER: How did the attitude of the Iroquois toward land ownership differ from that of the white settler?

TOM: The shite settler believed that he could buy and sell land; but the Iroquois believed that the land was the property of the whole tribe.

MARY: The Iroquois believed also that the land was the gift of the Gods and that it was there for the use of everyone. An Iroquois could no more think of selling his land than he could think of selling the air.

TEACHER: Very good! We seem to understand the idea.

BOB: Next week is Mrs. Smith's birthday and we, as a class, should give her a party. How should we go about it?

SUE: Let's pass around a sign-up sheet and have people sign up what they will bring.

BETH: How will we know that we won't end up with two hundred paper plates and nothing to put on them?

SUE: Maybe a couple of us could make a list of what we will need for the party and then people could sign up for which of those items they could bring.

TEACHER: Today we want to come up with as many ideas as possible why it is a good idea to spend tax money for space exploration. I'll write them on the board as you give them to me.

HANK: We should explore space bacause we might find needed raw materials on one of the nearby planets.

JOE: Don't forget, if the world's population keeps growing, we may need to find a place for colonization to get rid of some of our excess people.

LISA: I think it is good for people to explore the unknown because it keeps them interested in the future.

RON: Maybe we will find life in outer space.

HANK: Maybe those aliens will be far enough advanced that they will have answers for some of our problems.

JOE: I know that I want to be able to travel in space myself in a few years and I want them to be able to have regular space travel.

C. Recognizing the purposes of discussion

Activity 7

The teacher should use the lecture method to present to the students the various purposes of discussion. (You may want to refer to Learning Discussion Skills Through Games by Gene Stanford and Barbara Dodds Stanford, p. 15-16.

The purposes of discussion

1. To solve problems
2. To air one's opinion
3. To find out what others think
4. To clarify one's point of view
5. To re-evaluate one's point of view
6. To gain feelings of acceptance and belonging

Evaluation item

After presenting the purposes of a discussion, the teacher may give this matching quiz as a quick evaluation technique.

1. A student tries to get his test grade changed
2. Three people work together on a crossword puzzle.
3. A man writes a letter to the editor.
4. A group of teens use the same phrases, "rip off", "cool," "Grass."
5. After talking with the juvenile officer, a group understands the need for a curfew law.
6. Three grils talk about a singing groups' new record.
7. After saying he didn't like Jaws, a boy gives his reasons.

a. to solve problems
b. to air one's opinion
c. to find out what others think
d. to clarify one's pont of view
e. to re-evaluate one's point of view
f. to gain feelings of acceptance and belonging
g. to persuade

VII. Discussing with direction (not introduced until 10th grade)

*NOTE to the teacher - please refer to the Teacher's Role section (page D-29).

VIII. Arriving at a conclusion

A. Reaching a majority opinion

Activity 7

The group is presented with a problem. For example, "Imagine you are cast ashore on a desert island with nothing but a belt. What can you do with a belt? You may use your imagination to come up with any ideas." A secretary records the ideas. At the end of the predetermined period of time, the group stops coming up with new ideas and begins discussing which of the ideas is best.

Variation - two groups might have worked to come up with two separate lists of ideas. The groups might then combine to discuss which of their ideas is best.

Structured Experiences for Human Relations Training, Vol. III, University Associates, LaJolla, California, 1974, page 14.

Evaluation item

Pass out a check sheet to every student.

1. Were your ideas included in your group's list? ______
2. Do you agree with the group's list? ______
3. Did you contribute? ______

4. Do you think your group could ever have reached a single conclusion? ______
   Why or why not? ______________________________
   ____

5. What do you think are the biggest problems a group has in reaching a conclusion? ______________
   ____
   ____
   ____

B. Recognizing the four types of conclusions

Activity 7

The teacher is encouraged to present in a lecture the various ways in which a discussion may be brought to a conclusion. The following is a list of means of concluding a discussion:

1. open-ended
2. authoritarian decision
3. majority-minority vote
4. consensus - when the group arrives at a decision that all members of the group can agree with or can support.

Evaluation item

After lecturing on the various types of conclusions, the teacher could pass out sheets of examples of conclusions to have the student identify the various types. Examples:

1. You are all talking and not listening to each other. If you can't work together, we will stop this discussion and go on to our map work.

2. The results of our vote are as follows: twenty-four of you want the unit test on Monday, six of you want the unit test of Friday, and four of you don't care. Our test will be on Monday.

3. Then we are all agreed that it is necessary to have rules for team play.

4. Because the bell is about to ring, let's end this discussion.

5. We how have a board full of reasons why roads were important to the development of civilization.

C. Reaching a consensus

*NOTE to the teacher - although this skill is not formally introduced until grade ten, it is the most desirable discussion conclusion. Students in earlier grades, however, may exhibit the ability to reach a consensus. Whenever this occurs, the term concensus should be introduced.

Teacher's Role

The teacher's role in conducting a discussion is an extremely important one for which few of us have been adequately trained. Not only is the teacher responsible for teaching the students the skills necessary for discussion but he or she must be skilled in discussion.

Prior to a discussion the teacher must establish an atmosphere that fosters an open interchange of ideas. This can be done through room arrangement (informal, so that students can see other, with the teacher as a member of the group), teacher attitude, and activities designed to promote group feeling.

Good questioning is the key to success in any discussion. The teacher's role is to foster honest expression of opinion, probe for reasoning behind opinions, encourage students to comment on and challenge each others reasoning, and pose questions that focus on the issues being discussed. For example in a problem solving discussion the teacher might ask some of the following questions:

1. What are the best reasons for and against various courses of action? Why are these the best courses?
2. What is the principle underlying the proposed decision?
3. Is the recommended action consistent with the student's ideals?

It is the committee's hope that the following suggestions and explanations will prove useful to the teacher as they attempt the dual responsibility of teaching themselves discussion skills at the same time they are attempting to pass this knowledge on to their students.

Eight Basic Discussion Skills

1. Getting acquainted and establishing trust

The teacher must himself display an attitude of trust. If the teacher displays an attitude of tolerance and acceptance toward student responses, stduents will soon learn to treat each other in the same manner.

2. Organizing for action

A. Maintaining order within the group

At the beginning group organization is teacher directed. Together with the group he or she sets up rules for discussion, clarifies the subject of the discussion and serves to keep the discussion going. The teacher should encourage students to develop a good concept of what discussion involves, establishing a good feeling for the rules, listening, taking turns, and keeping to the point.

B. Introduction to the roles taken by the members of a discussion group.

It is the responsibility of the junior-senior high teacher to present to the student the various roles played by the members of a discussion group. In grade seven the students are introduced to the roles of initiator, clarifier, summarizer, evaluator, contributor and recorder. The remaining roles of encourager and harmonizer will be introduced in grade ten.

INITIATOR - gets the discussion under way, helps the group organize itself, keeps the group moving steadily toward its goal;

CONTRIBUTOR - offers facts, opinions and experiences which might aid the group in solving the problem;

CLARIFIER - raises questions about contributions that are unclear, asks for definitions of vague or ambiguous terms, requests additional information;

SUMMARIZER - points out the relationships between contributions, summarizes where the group stands on an issue (then checks with the group to make sure he is accurate);

EVALUATOR - shows the group how well they are moving toward accomplishing their goal, points out problems they are having in working together;

RECORDER - keeps a record of the main points of the discussion, writes down the group product if it is to be submitted to the teacher, helps refresh the group's memory about what has been covered in a discussion;

ENCOURAGER - tries to get all members of the group to contribute by showing interest in what they say, praising their contributions, being friendly;

HARMONIZER - helps to relieve tension and settle disputes between other mebmers, helps the group work out its disagreements, suggests compromises.

The students should be made aware that one person may assume several roles during a discussion. The teacher should then encourage the students to use each of these roles in their class discussions. It may be helpful to stop the discussion at times to enable the students to identify the roles which have been assumed and to recognize how their use has affected the discussion.

3. Contributing to the discussion

A. Recognizing the value of all contributions

B. Taking the responsibility to contribute

During the class discussion the teacher should observe the work of the group carefully, and note the following:

1. How did the group pattern their contributions?

2. Was order kept and how?

3. What means were used to encourage the more reluctant members to contribute?

The teacher should not always feel that it is necessary to step in if the group is slow in starting. The pressure of silence may encourage people to contribute. If you find after observing several discussions that certain students dominate the discussion and others sit silently you may find it helpful to place contributing members in one group and non-contributing members in another. This may encourage the silent members to stop relying on the contributors and prompt them to contribute.

C. Responding to other contributions

1. Verbal

If the teacher feels a student's contribution does not relate to the discussion he may wish to interrupt and ask that student to explain how his or her statement relates to previous contributions.

2. Nonverbal

Students should be made aware that some behaviors facilitate while other retard discussion. The committee realizes that as a part of the primary reading and language arts program much emphasis is placed on this skill. However, it is the opinion of the committee that this skill is progressively neglected in the upper grades. We recommend that teachers make students aware of certain actions that can encourage discussion (smiling, nodding, establishing eye contact, sitting complacently, etc.) and that other actions hinder discussion (tapping, yawning, fidgeting, etc.).

The students should be cautioned that the signal may not always be perceived the way that it was meant to be. For example, a yawn may be interpreted as boredom when it is merely a sign of fatigue. A teacher may want to note that some classroom behaviors such as giggling, horseplay, etc. may indicate that the student is feeling threatened by the discussion.

The teacher should encouarge the student to recognize that certain body positions have a language of their own. For example, when a student wishes to contribute to the discussion, he will frequently raise his head and lean forward slightly. Secondly, folded arms and downcast eyes may indicate disapproval, boredom, fear of being called upon, complete lack of interest, or merely the fact that the child does not understand the dicussion and is ashamed to admit it. When a student sits up, looks at the leader expectantly while gathering his materials, these are signals that the student needs a break.

4. Active listening

5. Learning to co-operate

6. Setting clear goals

As a student gains discussion skills, he will increase his ability to recognize issues, types of discussion, and the purposes of discussion. Prior to seventh grade it is mainly the teacher's responsibility to see that each discussion has a clear goal.

Classroom discussion will take one of the following five forms:

1) simple recitation
2) inductive questioning
3) open-ended questioning
4) problem solving
5) debate

With the exception of debate, we expect the students to be able to participate in each of these forms but recognition of the terms is not necessary until seventh grade.

The teacher's role will vary depending on the type of discussion used.

Type of Discussion	Teacher's Role
1. Simple recitation	1. Asks questions
2. Inductive questioning	2. Carefully plans sequence of questions to help students arrive at a concept.
3. Open-ended discussion	3. Provides initial focus for discussion, accepts all responses, and refrains from evaluation while encouraging clarification when necessary.
4. Problem solving	4. Reminds students of purpose of discussion, points out similarities and differences among points of view, and charts information to be used for purposes of comparison and contrast.
5. Debate	5. Teaches format of proper debate and acts as resource person in helping students find information

The teacher should keep in mind the following purposes of discussion:

1. to solve problems
2. to air one's opinion
3. to find out what others think
4. to clarify one's point of view
5. to re-evaluate one's point of view
6. to gain feelings of acceptance and belonging
7. to persuade

Beginning in tenth grade and continuing through twelfth grade the teacher is responsible for reinforcing the student's ability to recognize issues, types of discussion and the purposes of discussion.

7. Discussing with direction

In most cases it is the teacher's responsibility to guide the direction of a discussion prior to the tenth grade. The teacher must recognize and encourage the following to take place during classroom discussions:

a. being sensistive to other's responses

b. stating the issue over which there is disagreement

c. pursuing issues systematically

d. making explicit transitional statements

e. recognizing the relevance of statements to the issue

f. two level thinking - making pertinent contributions and assuming a role in the discussion

In the beginning the teacher may find it necessary to verbally step in to direct the discussion. However, we hope that as time goes on and the students become more proficient, the teacher will take less of an active role.

8. Arriving at a conclusion

The simplest type of conclusion is the majority opinion. Although the teacher and students may feel uncomfortable with open-ended conclusions, because of our conditioning in expecting an answer, this type of conclusion is useful in encouraging student to air their personal opinions. Because the authoritarian conclusion stifles open discussion, this is the type lease recommended. Consensus is the hardest conclusion to achieve. The teacher and the students must learn to become aware of those persons who disagree with the majority. They must be specifically alert for dissenters who are ignored, especially the quieter members who disagree but do not state their opposition vociferously.

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INTRODUCTORY STATEMENT - Response Forms

In order to continue to develop, correct, and improve the Discussion Skills Packet (D.S.P.) and keep open the very necessary lines for your suggestions and possible appeals for assistance we have developed this form to be used by the classroom teacher.

If, after having read and/or used the D.S.P. you have any constructive suggestions to aid us all in the continuing development of this packet, please fill in the section provided. We all need help (the committee more than others).

If you have had success in the use of the D.S.P. please fill in the section provided. Way to Go. Who Loves You Baby.

If you have had an unpleasant experience in using the D.S.P., please take two aspirin and fill in the section provided. Excedrin Headache #26.

If you have any activities or evaluations that you have developed in your classroom that may be of use to your fellow educators, please fill in the section provided. Show off!

And please, if you are having any difficulty in using or understanding this Discussion Skills Packet, do not push it aside. Let us know how we can be of help to you for this is also the function of the committee and we will not leave you hanging (too long). As you will note, there is a section on this form for an answer (hopefully) from the committee or at least a reply to let you know someone out there cares.

If you have no need of this sheet, congratulations, and please pass it on to someone less fortunate.

RESPONSE FORM #1

Teacher's Name ______________________

School ____________________________

I. Where do we need help? (excluding the obvious answer) Please fill in your constructive suggestions in the following areas.

   A. Skills

   Did we miss any? Any problems with ours? Don't forget to check the flow chart.

   B. Activities

   What's happening? Is your room still in one piece? Any students missing? How's your headache?

   C. Evaluation

   Does it evaluate? Is it right on? Did you check the flow chart?

II. Way to go! We told you it would work. Please tell us the areas or activities that worked well for your class or classes or classi, whatever.

III. Excedrin Headache #26. Sit down and tell us all about it. Bet you didn't check your flow chart or maybe your gas tank. Remember we still love you.

IV. Show and Tell time. We would appreciate your experience and knowledge in areas you have succeeded and we have missed. Tell it like it is!

V. Help! Tell us what the problem is and if Dear Abby can't handle it we will light a candle for you. Tell us what the specific problem area is if you know, if you don't know, ask your neighbor.

VI. Committee's Reply

If this doesn't work, punt, play your trump, or move to a cave.

RESPONSE FORM #2

The information we need from you for assistance and continued improvement is the following:

I. SKILLS

1. Which skill(s) were you working with from the ones suggested in the Discussion Skills Packet? (D.S.P.)

2. What activity(ies) suggested in the D.S.P. did you use in connection with that skill?

3. Were there any skills needed as a prerequisite but not mastered at this grade level which impeded the success of that activity(ies)?

4. Was the activity(ies) suggested in the D.S.P. used by you successfully?

5. Why do you feel the activity(ies) were successful?

6. Did the activity(ies) suggested in the D.S.P. and used by you prove unsuccessful?

7. Why do you feel the activity(ies) may not have succeeded?

8. May we have any constructive suggestions of yours on this particular skill and activity?

9. For that matter, may we have any constructive suggestions on any part of the D.S.P. such as misplaced skills (check flow chart= misplaced activities, etc.

10. What successful activities have you developed in your class for the students which we have overlooked and can be of benefit to us all?

Your Name ______________________________

Your School ____________________________

Subject area. Skill(s) and Activities used.

____

____

(Grade 7)

RESPONSE FORM #3

II. EVALUATION

1. If the activity(ies) in the D.S.P. had an evaluation did you use it?

2. Was the evaluation(s) useful in connection with the activity(ies)?

3. Did the evaluation(s) prove not to be useful for the activity(ies)?

4. Why do you feel it was not useful?

5. If the activity(ies) used from the D.S.P. did not have an evaluation, did you use your own?

6. What was your evaluation?

7. Did your evaluation prove successful and useful?

8. May we have your constructive suggestions on the evaluation of the activity(ies) or any others in the D.S.P.?

Your Name ______________________________

Your School ______________________________

Subject area. Skill(s) and Activity(ies) used.

____

(Grade 7)

VALUES & MORAL REASONING

Introduction

The development of moral values is unique in the Social Studies skills development in that the process is entirely individual, and that progress in the clarification (realization) of one's set of values cannot be taught in the usual sense of the word. I.e., a student cannot be taught a value, but rather he or she will (1) come to a realization of what his personal values are, and (2) become cognizant of and receptive to the values of others and thereby enlarge his own value structure.

Historically, values education has been a part of the curriculum in one form or another whether it be in show-and-tell sessions, or in class meetings in which rule infractions or classroom problems are discussed. For years teachers have been charged with the task of developing honesty, good citizenship, patriotism and the other values held common in our society. The thrust of this segment of our Guide is to assist the teacher in developing a systematic approach to values education by formulating a program of values education and by providing models appropriate for the students at each grade level.

There are a number of important factors that should be kept in mind by the teacher. First, the teacher provides the model, but not the answers. Secondly, valuing is a continuous process and is best achieved by a step-by-step process at the levels familiar to the student. It is, therefore, necessary that teachers use the models assigned to their grade level so that sequential exposure may be achieved.

Thirdly, children develop and clarify their values at different rates and, as with other goals of the Curriculum Project, no grade level will be responsible for the final completion of a set of values. The task of the teacher is to provide experiences for promoting moral development within his/her own grade level.

The Project has utilized three techniques for promoting moral development and/or the clarification values. These three techniques are described under Skill Description in the following pages of this Guide. If further assistance or instruction in the "how to" of implementing valuing is needed, two audio-visual teaching aids are available; "A Strategy For Teaching Values" (Guidance Associates), and a more extensive study, "Teacher Training in Values Education - A Workshop" (also produced by Guidance Associates.) These aids are available through the Social Studies Office at Cortland Jr.-Sr. High School.

In order to make Values Education an effective and continuing process, a minimum of four dilemmas should be used each year, making sure to utilize both the Moral Reasoning and the Values Analysis strategies. The Values Clarification strategy should be used whenever appropriate.

Finally, it should be noted that the development of values is closely associated with the development of Discussion Skills, and the information contained in the Discussion Skills section should be reviewed and implemented before a values lesson is initiated.

Values and Moral Reasoning

Skill Description

Three techniques are to be used in the development of values and moral reasoning in our Social Studies Program. They have been implemented in the curriculum workshops and are briefly described herein.

(1) Moral Reasoning Strategy - The strategy is based on Kohlberg's stages of moral reasoning in the development of Values Education.

KOHLBERG STAGE DESCRIPTION

Level One: Pre-Conventional

At this level an individual's moral reasoning results from the consequences of actions (punishment, reward, exchange of favors) and from the physical power of those in positions of authority.

Stage One: Decisions result from a blind obedience to power, an attempt to avoid punishment, or an attempt to seek rewards.

Stage Two: Decisions result from a desire to satisfy one's own needs and occasionally the needs of others. Individuals view reciprocity as a matter of "you scratch my back and I'll scratch yours." Reasoning involves little consideration of loyalty, gratitude, or justice.

Level Two: Conventional

At this level an individual's moral reasoning involves consideration of the interest of others (family and peers) and a desire to maintain, respect, support, and justify the existing social order.

Stage Three: Decisions result from a desire to pleas and help others and receive their approval in return. Behavior is frequently judged by intention - "he means well" becomes important for the first time.

Stage Four: Decisions result from a desire to maintain the existing authority, rules, and social order. Right behavior consists of doing one's duty.

Level Three: Post-Conventional

At this level an individual's moral reasoning incorporates moral values and principles which have validity and application beyond the authority of groups. Moral reasoning becomes more comprehensive and reflects universal principles.

Stage Five: Decisions result from recognition of an individual's rights within a society which has a social contract.

As a result, the individual's reasoning emphasizes the "legal point of view," but with an emphasis upon the possibility of changing laws.

Stage Six: Decisions result from an obligation to universal ethical principles which apply to all mankind. The universal principles of justice, reciprocity and equality of human rights, and respect for the dignity of human beings as individuals serve as a basis for individual reasoning.

(2) The Values Analysis Strategy - This approach is based on Dewey's Reflective Morality Process and is concerned with the process by which a student makes moral decisions. The strategy forces the student to examine many alternative decisions before he/she actually is allowed to make their own decision concerning a moral dilemma. This process is excellent training for making real life decisions. The goal of this approach is to develop sophistication in the decision making process.

(3) Values Clarification[1]

The values-clarification approach tries to help young people answer some of these questions and build their own value system. It is not a new approach. There have always been parents, teacher, and other educators who have sought ways to help young people think through values issues for themselves, and they have done this in many ways.

However, the values-clarification approach is more systematic and more widely applicable. Unlike other theoretical approaches to values, it is not concerned with the content of people's values, but the process of valuing. The focus is on how people come to hold certain beliefs and establish certain behavior.

Valuing is composed of seven sub-processes:

PRIZING one's beliefs and behaviors
1. prizing and cherishing
2. publicly affirming, when appropriate

CHOOSING one's beliefs and behaviors
3. choosing from alternatives
4. choosing after consideration of consequences
5. choosing freely

ACTING on one's beliefs
6. acting
7. acting with a pattern, consistency and repetition

Thus, the values-clarification approach does not aim to instill any particular set of values. Rather, the goal of the values-clarification approach is to help students utilize the above seven processes of valuing in their own lives; to apply these valuing processes to already formed beliefs and behavior patterns and to those still emerging.

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[1] Adapted from Simon, Sidney, et.al. Values Clarification A Handbook of Practical Strategies For Teachers and Students, Hart Publishing Co., Inc. New York, NY, 1972, pp. 18-20.

To accomplish this, the teacher uses approaches which help students become aware of the beliefs and behaviors they prize and would be willing to stand up for in and out of the classroom. He uses materials and methods which encourage students to consider alternative modes of thinking and acting. Students learn to weigh the pros and cons and the consequences of the various alternatives. The teacher also helps the students to consider whether their actions match their stated beliefs and if not, how to bring the two into closer harmony. Finally, he tries to give students options, in and out of class; for only when students begin to make their own choices and evaluate the consequences, do they develop their own values.

Similarities and Differences Among Approaches of Moral Development, Values Analysis & Values Clarification

Similarities:

All are concerned with increasing personal awareness of the valuing process

All are concerned with helping people cope with their values, resolve conflicts and live better lives.

Moral development and values analysis are both concerned with the reasoning process.

All approaches are concerned with increasing the adequacy of students' thinking and promoting consistency between judgements and actions.

Differences:

Moral Development vs. Values Analysis

In Moral Development the first step is to make a decision - hopefully with a division in the group and then to debate the decision. This will require the students to justify their reasoning and, in turn, will promote moral development through six stages of development. Discussions in this strategy will concern only moral issues.

Values Analysis encourages considering all the alternatives and consequences in a step-by-step, scientific approach prior to making a decision. It is designed to encourage logical thinking, and discussions may also include social issues.

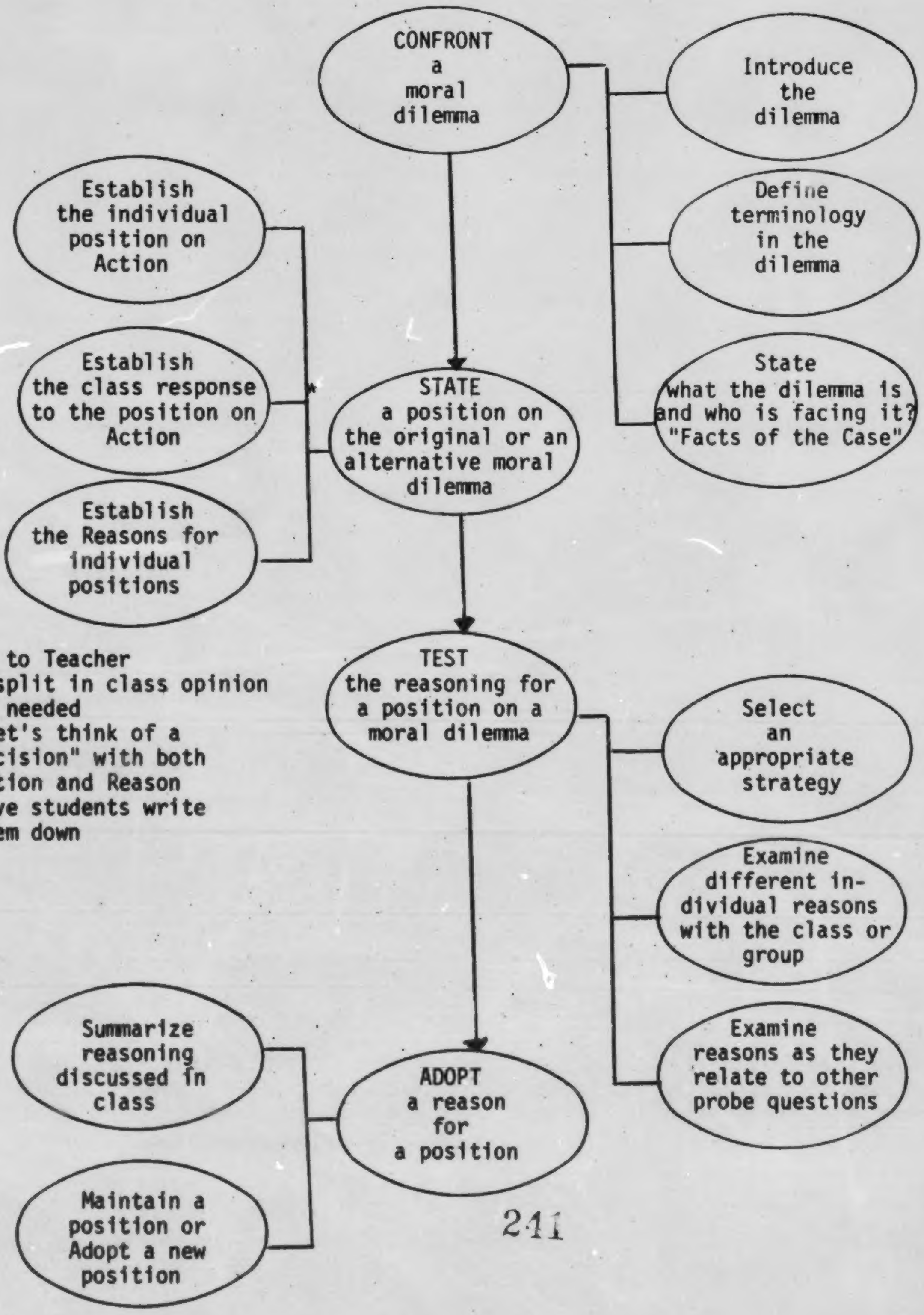
Moral Development vs. Values Clarification

These approaches differ in their thinking about values. Kohlberg feels that, in a pluralistic society, students need to develop increasingly adequate ways of thinking to resolve conflicts, whereas Simon's theory is based upon a feeling that values are personal and relative to a stiuation.

	Moral Development		Values Clarification
1.	Deals with only moral issues	1.	Deals with moral and non-moral issues
2.	"Should" questions	2.	"Would" questions
3.	Must justify reasoning to increase development	3.	Don't have to justify reasoning
4.	Goal is to clarify and develop problem solving skills	4.	Goal is to help students to know themselves, communicate and build a sense of community.

Method #1 - Kohlberg Approach
Teacher Guide and Suggested Activities

DIAGRAM OF THE TEACHING PROCESS FOR TEACHING A MORAL DILEMMA - MORAL REASONING


CONFRONT a moral dilemma
Introduce the dilemma
Define terminology in the dilemma
State what the dilemma is and who is facing it? "Facts of the Case"
Establish the individual position on Action
Establish the class response to the position on Action
*
Establish the Reasons for individual positions
STATE a position on the original or an alternative moral dilemma
TEST the reasoning for a position on a moral dilemma
Select an appropriate strategy
Examine different individual reasons with the class or group
Examine reasons as they relate to other probe questions
Summarize reasoning discussed in class
Maintain a position or Adopt a new position
ADOPT a reason for a position

*Note to Teacher
1. A split in class opinion is needed
2. "Let's think of a decision" with both Action and Reason
3. Have students write them down

STEP 1 Confronting a moral dilemma

Step 1 consists of three activities. First, the teacher presents the dilemma to the students by having them read the dilemma silently or aloud. Second, the teacher helps students to clarify the meaning of any terms or words which are used in the dilemma and which some students may not understand. Finally, the teacher helps students to confront the moral aspects of the dilemma by asking them to state the moral issue which the dilemma raises.

STEP 2 Stating a position on the original or alternative dilemmas.

In this step, the teacher ascertains the division within the class about what the major protagonist in the dilemma ought to do. Each dilemma ends with a question such as this one: Should Fritz let the prisoners escape? In order to teach for cognitive moral development, the members of the class must divide over the answer to this question. Some teachers ask students to indicate their feelings by holding up their hands while they shut their eyes so that the votes of others will not influence them. Other teachers ask several students to express their opinions and the reasons for their opinions and then ask for a vote either openly or in private. If at least a third of the students in the class elect each position, the teacher moves immediately to Step 3, skipping the alternative dilemmas.

If at least a third of the members of the class do not line up on each side of the issue, the teacher introduces an alternative dilemma from the lesson plan to establish a division among the students. One set of alternative dilemmas has been designed in case the class agrees that the protagonist SHOULD take a particular course of action. Another set should be used if the class agrees that the protagonist SHOULD NOT take a particular course of action. The teacher should make sure that the students understand the terms used in an alternative dilemma and that they see the moral issue involved. Then the teacher should determine how the class divides on the issue, and proceed to Step 3.

STEP 3 Testing the reasoning for a position on a moral dilemma.

Next, the teacher begins to help students test their reasoning by choosing an appropriate method of class deployment. All four methods of class deployment promote maximum student-to-student interaction. During the testing stage, students examine, analyze, and compare their own reasons with reasons offered by other students. The teacher keeps the attention of the class focused on reasoning rather than on what a protagonist should do. Probe questions provided in the lesson plan help students to examine their reasoning in a variety of circumstances. The deployment strategies are:

Strategy A

Divide the class into groups of five to eight students. Each group should consist of individuals who agree about the appropriate action on a dilemma. Have the members of each group work out a list of reasons for holding their position. After the groups have worked for ten to fifteen minutes on this initial task, have each one select three reasons which reflect the best reasoning for their position on the moral dilemma and arrange these in priority. You should move from group to group, helping each group develop its list of reasons. Ask the recorder from each group to report on the final list of "best" reasons. Since you will have several groups working on listing reasons for opposing positions on the moral dilemma, a general class discussion focused on moral reasoning should follow reports from the groups. Encourage students to challenge one another's reasoning and to help focus the dialogue on why individuals believe one reason is more appropriate than another. The discussion will often focus on two or three conflicting reasons. If the general class discussion becomes too repetitive or loses momentum, use a probe question or an alternative dilemma to refocus the discussion or to check the consistency of those students arguing a particular position. Ask students who indicated they were undecided or students who are not active in the discussion to summarize the dialogue or offer their opinion of the discussion.

Strategy B

Organize the class into small groups with each group including members who do not agree about the action of the dilemma. Ask the members of each mixed group to discuss their positions and the reasons for their positions in order to produce a list containing the two best reasons on each side of the issue. One of the objectives of this strategy is to have students discuss the dilemma from each position on action with the task of the group focused on reasoning rather than on the initial position. A general class discussion should follow group reports of discussion. With this strategy you may find it helpful to have groups record their best reasons on the chalkboard so that everyone can see different ways of thinking about the dilemma.

Strategy C

Ask all students in the class to write out three reasons why they hold the particular position that they do on the dilemma. Choose four students to debate, two from each position on the dilemma. Let the debate begin among the four protagonists. After they have debated a few minutes, invite four additional students, two from each position, to enter the debate in order to add additional reasons for the position on the dilemma. Encouarge the debate to continue for a few minutes. During the debate ask the students not in the debate to summarize or paraphrase the reasoning used in the debate. Also encourage students listening to the debate to question members in the debate and to interject reasons which they have written down but the debaters have not used. The debate format provides a method for verbally listing a series of reasons. You may decide to continue the class in several ways:

1) if the debate among the eight students and the involvement of the rest of the class seems productive, you can continue the debate.
2) You can establish four debating groups in the class and give each group the task of determining the best reasons for a proposed action.
3) You can establish four groups and give them the task of summarizing the reasons offered during the debate and decide which reasons seemed most appropriate.
4) You could guide the debate format into a general class discussion focused around the probe questions.

Strategy D

After determining a class division on action, divide the class into groups of five to eight students whose members agree about the appropriate action on a dilemma. Have members of each group develop a list of reasons for holding their position. The teacher should move from group to group helping students to complete this task. Give each group from ten to fifteen minutes to develop its reasons. Each student should write down the reasons listed in the group.

Reorganize the groups so that half of a group holding one position exchanges places with half of a group which stated an opposing position on action. Have the members of the new groups complete the following tasks:

1) Report the reasons developed in the previous discussion to the other half of the group.
2) Discuss the reasons. Each half of the new group should challenge the reasons offered by the other half and ask questions about why they think these reasons are good ones.
3) Each half of the new group should then meet for from three to five minutes to decide which reason the other half offered is the best one.
4) The groups should report their decision to the class with specific emphasis on why each sub-group selected a particular reason which others had offered.

You may want to prepare a group task sheet which explains the small group task for this strategy. Allow sufficient time for the groups to complete the tasks. Use probe questions with the entire class if any time remains after all groups have reported.

STEP 4 Adopting a reason for a position.

During the final stage of the teaching process the teacher helps students to summarize the reasoning discussed during the class period. The teacher aids the students to either affirm their original postiion using more adequate reasoning, or to adopt a new position based on reasons presented in the class discussion.

Similarities and Differences Among Approaches of Moral Development, Values Anal & Values Clarification

Similarities:

All are concerned with increasing personal awareness of the valuing process.
All are concerned with helping people cope with their values, resolve conflicts and live better lives.
Moral development and values analysis are both concerned with the reasoning process.
All approaches are concerned with increasing the adequacy of students' thinking and promoting consistency between judgments and actions.

Differences:

Moral Development	vs.	Values Analysis
In Moral Development the first step is to make a decision - hopefully with a division in the group and then to debate the decision. This will require the students to justify their reasoning and, in turn will promote moral development through six stages of development. Discussions in this strategy will concern only moral issues.		Values Analysis encourages considering all the alternatives and consequences in a step-by-step, scientific approach prior to making a decision. It is designed to encourage logical thinking, and discussions may also include social issues.

Moral Development vs. **Values Clarification**

These approaches differ in their thinking about values. Kohlberg feels that in a pluralistic society students need to develop increasingly adequate ways of thinking to resolve conflicts, whereas Simon's theory is based upon a feeling that values are personal and relative to a situation.

Moral Development	vs.	Values Clarification
1. Deals with only moral issues.		1. Deals with moral and non-moral issues.
2. "Should" questions.		2. "Would" questions.
3. Must justify reasoning to increase development.		3. Don't have to justify reasoning.
4. Goal is to clarify and develop problem solving skills.		4. Goal is to help students to know themselves communicate and build a sense of community.

COMMON PROBLEMS IN TEACHING THE MORAL REASONING STRATEGY

1. TIME DISTRIBUTION AMONG THE STEPS OF THE STRATEGY
2. SKIPPING STEPS
3. NOT DEPLOYING WITH CLEAR TASKS, RECORDERS
4. POOR SELECTION OF DEPLOYMENT STRATEGY
5. TOO FEW OR NO PERCEPTION CHECKS ESPECIALLY ON TASKS
6. DISCUSSION LEADING INTO STUDENT-TEACHER INTERVIEWING
7. CONTENT DIVERSIONS (NON-MORAL FOCUS IN THE DISCUSSION)
8. POOR PROBES OR INAPPROPRIATE USE OF PROBES

MORAL DILEMMAS TO BE USED WITH THE KOHLBERG APPROACH

1. Guidance Associate filmstrips and tapes

    a. Personal conflicts in the Revolutionary Era

        1. A Minuteman's Dilemma
        2. A Soldier at Valley Forge

    b. Personal Conflicts in a Divided Nation

        1. Henry David Thoreau's Dilemma
        2. John Brown's Dilemma

2. Dilemma handouts and probe questions

    a. Sharon's Dilemma

    b. Danny's Problem

SHARON'S DILEMMA

Sharon and her best friend Jill walked into a department store to shop around. As they browsed, Jill saw a sweater she really liked and told Sharon she wanted to try the sweater on. While Jill went to the dressing room, Sharon continued to shop.

Soon Jill came out of the dressing room wearing her coat. She caught Sharon's attention with her eyes and glanced down at the sweater under her coat. Without a word Jill turned and walked out of the store.

Moments later the store security officer, salesclerk and the store manager approached Sharon. "That's her, that's one of the girls. Check her bags." blurted the clerk. The security officer said he had the right to check bags and Sharon handed them over. "No sweater in here, " he told the manager. "Then I know the other girl has it," said the clerk. "I saw them just as plain as anything. They were together on this." The security officer than asked the manager if he wanted to follow through on the case. "Absolutely," he insisted, "shoplifting is getting to be a major expense in running a store like this. I can't let shoplifters off the hook and expect to run a successful business."

The security officer turned to Sharon, "What's the name of the girl you were with?" he asked. Sharon looked up at him silently. "Come on now; come clean." said the officer. "If you don't tell us, you can be charged with the crime or with aiding the person who committed the crime."

SHOULD SHARON TELL? WHY?

PART I: ORIGINAL DILEMMA

Have the students read "Sharon's Dilemma" on page V-13. Make sure the students know the basic facts and conditions described in the dilemma. You might ask "What has happened?"

Determine how the students decide on the question, "Should Sharon tell?" A show of hands will suffice.

If enough students take different positions of ACTION, choose a strategy from the Strategy List and proceed with the discussion.

If there is too little disagreement on ACTION, proceed to the alterations of the original dilemma below. One of the following alternative dilemmas should help to produce more disagreement.

ALTERNATIVE DILEMMAS

If most of the class agrees that Sharon SHOULD tell, use one of the following alterations:

A. Suppose that Sharon knows Jill is on parole. If Jill commits one more crime, she will be sent to reform school for at least one year. In this case, should Sharon tell?

B. Suppose Jill had done many favors for Sharon in the past. In particular, Jill had helped Sharon to be more popular. Suppose further that Sharon believes she will lose many good friends if she tells. In this case, should Sharon tell?

If most of the class agrees that Sharon SHOULD NOT tell, use one of the following alterations:

A. Suppose Sharon knows that her parents will ground her for at least a month because she did not tell. Suppose further that Sharon knows other people, including her parents and friends will think she was in on the shoplifting. In this case, should Sharon tell?

B. Suppose Jill is not Sharon's best friend. In fact, Sharon doesn't really like Jill very much. In this case, should Sharon tell?

When the class disagrees on ACTION over one of these alterations, choose a strategy from the strategy list and proceed with the discussion.

PROBE QUESTIONS

Use the following questions at appropriate times to facilitate the discussion.

1. What is one important reason why Sharon SHOULD tell?
2. What is one important reason why Sharon SHOULD NOT tell?
3. Does Sharon have any obligation to Jill? Why, or why not?
4. Does Sharon have any obligation to the store owner? The law? Herself? Why, or why not?
5. Which of the obligations mentioned in questions 3 & 4 is more important? Why?
6. What is the most important consideration Sharon should make when deciding? Why?

PART II: STORY EXPANSION

Suppose that Sharon has given Jill's name to the security officer. The police locate Jill on the street and find the sweater. Jill is brought to court and she pleads guilty. The judge finds her guilty.

Should the judge punish Jill? Why, or why not?
How should the judge punish Jill? Why?

PROBE QUESTIONS

1. What is one important reason why the judge should punish Jill?
2. What is one important reason why the judge should not punish Jill?
3. Does Jill have a debt to pay to the store? society? Why?
4. Should the punishment be designed to help Jill? get back at her? prevent her from doing it again? Why?

DANNY'S PROBLEM: TO CHEAT OR NOT TO CHEAT?

Danny's teacher, Miss Dithers, scheduled a very important arithmetic examination for her class. Most of the students worried about the exam. Miss Dithers was kind and fair, but she always expected the children to work quite hard. Failure or a low grade would mean long hours of extra study and the displeasure of parents. The extra school work would come during the summer. The unhappy parents would divide their child's summer days between work on the farm and school work. The children hated the thought of spending their summers that way.

Danny, whose grades were average, stayed after school one day. Miss Dithers had promised to help him study for the exam. He accidentally saw a list of answers for the exam. Meanwhile, Miss Dithers and several children sat under a tree in the schoolyard. Danny knew he could easily write down the answers and make sure he passed the exam. He struggled for several moments to make a decision. Then he copied the answers.

SHOULD DANNY HAVE CHEATED? WHY?

DANNY'S PROBLEM: TO CHEAT OR NOT TO CHEAT?

PART I: ORIGINAL DILEMMA

Have the students read "Danny's Problem" on page V-16. Make sure that the students know the basic facts and conditions described in the dilemma.

Determine how the students decide on the questions, "Should Danny have cheated?"

If enough students take different positions on ACTION, choose a strategy from the Strategy List and proceed with the discussion.

If there is too little disagreement of ACTION, proceed to the alterations of the original dilemma below. One of the following alternative dilemmas should help to produce more disagreement.

ALTERNATIVE DILEMMAS

If most of the class agrees that Danny SHOULD cheat, use one of the following alterations:

A. Suppose Danny knew that getting caught would mean very harsh punishment by Miss Dithers and his father. Earlier in the year Danny saw another boy get ten lashes for cheating in a similar way. In this case, what should Danny do?

B. Suppose Danny really liked Miss Dithers. She was always very kind to him and trusted him. He really admired her for being such a fair person and a good teacher. In this case, what should Danny do?

If most of the class agrees that Danny SHOULD NOT cheat, use one of the following alterations:

A. Suppose Danny really disliked Miss Dithers. She was mean and ofter gave very hard exams. In this case, should Danny have cheated?

B. Suppose Danny had low grades and would probably fail if he didn't cheat. If he failed he would have to go to summer school and have much less time to help his father. He would also have much less time to himself. In this case, should Danny have cheated?

When the class disagrees on ACTION over one of these alterations, choose a strategy from the Strategy List and proceed with the discussion.

PROBE QUESTIONS

1. What is one important reason why Danny SHOULD cheat?
2. What is one important reason why Danny SHOULD NOT cheat?
3. What considerations should Danny give priority to? Why?
4. Does Danny have a duty to obey the rules against cheating?
5. Does Danny have a duty to the other people in the class? the teacher?

6. How important is the consideration that Danny might be caught and punished? Why?
7. What do you think the consequences of the decision will be? Why?

DANNY'S PROBLEM: TO CHEAT OR NOT TO CHEAT?

PART II: STORY EXPANSION

Suppose that Danny copied the answers and gave them to two very close friends, Dick and Jim. He offered the answers to Al, but he refused to accept them. Danny had several other friends in the class, but he was afraid the teacher might find out easily if too many kids were in on it.

After the exam the teacher told the class, "Most of you either failed or got a low grade. For a time I thought about throwing the test out, thinking it may have been too difficult. But I want you all to know that Jim, Dick, and Danny got excellent grades. Hard study paid off for these boys. I'm very proud of you boys--you've proved the value of hard honest work. The test stands as is."

As Danny, Jim, and Dick leave the school Danny says, "Gosh, I never thought this would happen. Poor Fred and the rest of the guys." Dick said, "I hope you're not thinking about confessing what we did. I'll bust you to pieces if you do! You'd be telling on us, too."

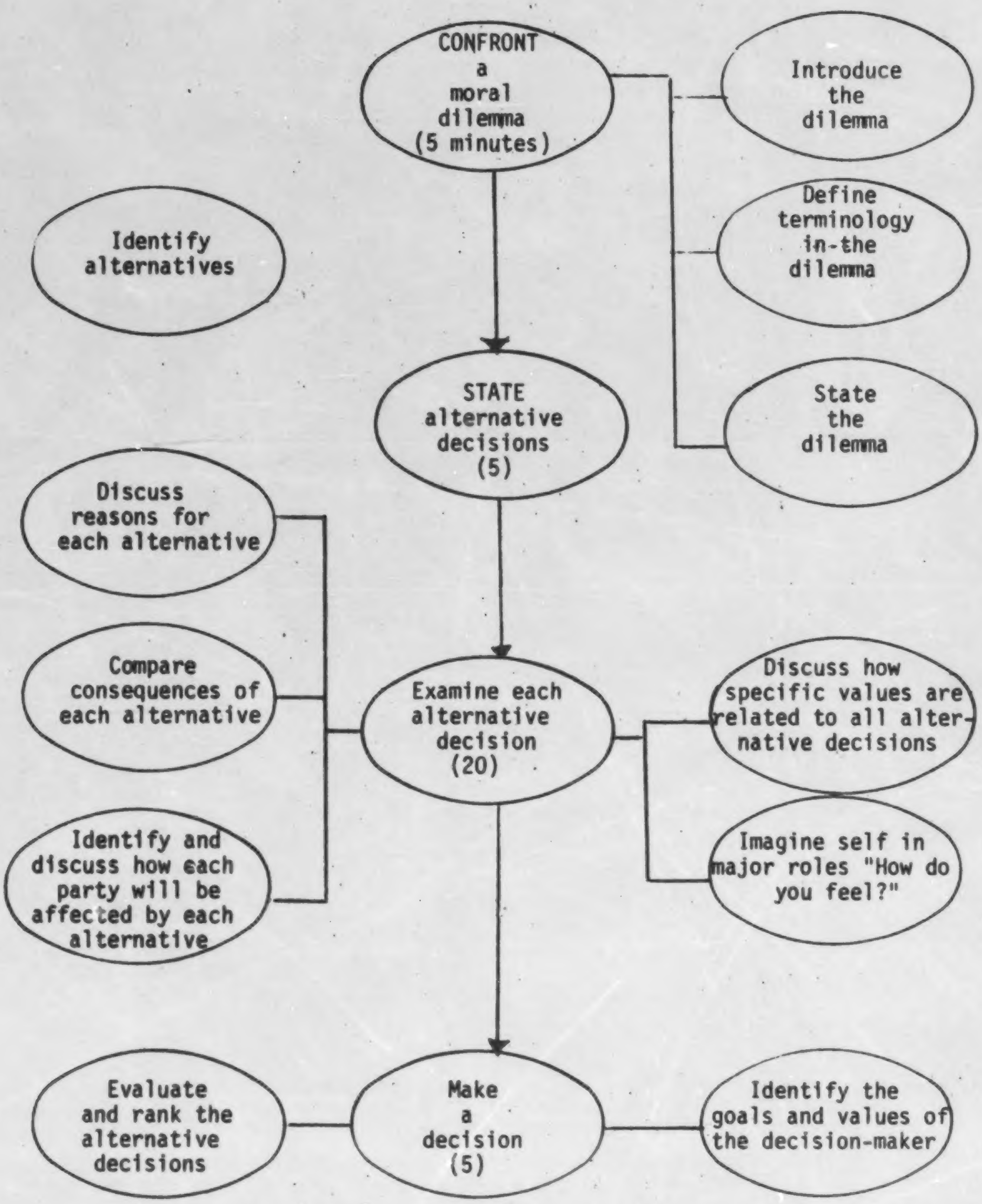
SHOULD DANNY CONFESS TO THE TEACHER?

PROBE QUESTIONS

1. What is the most important reason why Danny SHOULD confess?
2. What is the most important reason why Danny SHOULD NOT confess?
3. Does Danny have an obligation to his friends? Which friends? Why?
4. Should Danny put his personal needs above those of Dick and Jim? his friends who didn't cheat? Miss Dithers? Why?
5. Should Dick's physical threat to Danny influence how Danny decides? Why?

Method #2 - Values Analysis Strategy
Teachers Guide and Suggested Activities

THE VALUES ANALYSIS STRATEGY


CONFRONT a moral dilemma (5 minutes)
Introduce the dilemma
Define terminology in the dilemma
State the dilemma
Identify alternatives
STATE alternative decisions (5)
Discuss reasons for each alternative
Compare consequences of each alternative
Identify and discuss how each party will be affected by each alternative
Examine each alternative decision (20)
Discuss how specific values are related to all alternative decisions
Imagine self in major roles "How do you feel?"
Evaluate and rank the alternative decisions
Make a decision (5)
Identify the goals and values of the decision-maker

The Decision-Making Steps Explained

1. Identify and define dilemma.

   Usually students will read the dilemma or it may be read orally to the entire group. Once the teacher is sure that students understand all the terms in the situation and they understand the nature of the dilemma (why it is a moral dilemma), students may form small groups for the actual lesson. Appropriate audio-visual materials may be used if desired. The class could listen to a tape recording of the dilemma as an alternative presentation.

2. List all possible choices, their consequences, and the persons directly affected, and how affected.

   There are always two choices which should be obvious in each dilemma. Upon further consideration and discussion, other alternatives will most likely appear. Each choice will have one or more consequences, and several persons may be directly affected by a particular choice.

3. Put yourself in the place of each person each decision most affects.

   The key concept here is objectivity; while difficult to attain, the student is able to recognize that there may be other value systems operating which are different from his own.

4. Compare the values of each alternative and rank them.

   Depending on the alternative under consideration, certain values associated with that particular alternative will emerge. They may be ranked in the order of importance or worth to that particular individual.

5. Make a decision and act upon it.

   This is the summation of the process. An important consideration here is that the student does not reveal his decision to others if he so desires. If an intelligent and logical decision is to be made, the importance of going through the preceding four steps as thoroughly as possible should be obvious.

MORAL DILEMMAS TO BE USED WITH THE VALUES ANALYSIS STRATEGY

1. Car Accident
2. Paralyzed Man
3. Drug Dilemma
4. Football and Drugs
5. To Speak or Not to Speak

CAR ACCIDENT

Jamie is 16 and has just gotten her driver's license. She has invited Jill to go for a ride the first time she takes her father's car by helself. The girls are so busy talking and laughing that Jamie goes through a red light and hits a woman. The woman is banged up pretty badly. Jamie is so scared that, when the police arrive on the scene, she makes up a story about another car forcing her through the light.

Jamie is charged with reckless driving. Jill knows that she will have to testify in court when the case comes to trial. There are no other witnesses.

SHOULD JILL TELL THE TRUTH IN COURT AND RISK JAMIE GETTING A RECORD? WHY?

PARALYZED MAN

A 28-year old man is injured critically in an automobile accident. His spinal cord is severed, and he is paralyzed from the chest down. Only round-the-clock medical attention is keeping him alive. The doctors tell him that he has no chance of ever being able to use his arms or legs. Additionally, he has suffered severe head injuries and has unbearable pain that drugs can only partially alleviate. Because of the pain and the bleak diagnosis, the man asks his doctor to allow him to die by discontinuing his treatment.

SHOULD THE DOCTOR GRANT THE MAN'S REQUEST AND ALLOW HIM A QUICK AND NATURAL DEATH? WHY?

DRUG DILEMMA

A policeman discovers that his 15-year-old son is using downers. Upon further questioning, the son reveals that he has been selling drugs to several of his classmates since last summer.

The father is utterly confused. He loves his son and feels a need to protect him. But he also realizes that he has a responsibility as a citizen and as a police officer to report his information to his superiors. In addition, he is deeply concerned about the other boys and their parents. In the state this family lives in, the first offense for "use" is probation. The first offense for the sale of drugs is a mandatory sentence of at least a year, even for minors.

WHAT SHOULD THE FATHER DO? WHY?

FOOTBALL AND DRUGS

A high school football coach sees one of his football players passing a very smal plastic bag containing white powder to another player in the locker room. The tw do not see the coach. Suddenly, the words of a student who had not made the football squad come to his mind. "Coach, you would be surprised to know who is on drugs in this school." He had dismissed the comment from his mind. Now, he wondered if the boy had meant to warn him about some of his players.

The boy passing the envelope is the star quarterback; the recipient is the fullback and captain of the team. The championship game is to be played in one week. The whole town and school is crazy with football fever. The hopes of the team winning rest squarely on the quarterback and the fullback; without them, there is no hope of gaining the championship.

There is a rule at the school that anyone caught using, selling, or possessing any form of illegal drug will be suspended. The coach has always gone by the rules and has encouraged his players to follow his example.

WHAT SHOULD HE DO? REPORT THE INCIDENT? CONFRONT THE BOYS AND FIND OUT WHAT THEY ARE PASSING? IGNORE IT WITH THE KNOWLEDGE THAT HE WILL BE PROTECTING THE CHAMPIONSHIP?

TO SPEAK OR NOT TO SPEAK?

Bopper, a college student, received national attention after he organized a highly controversial meeting. At this meeting, Bopper called the President of the United States a criminal pervert. He referred to soldiers as legalized murderers and to boy scout troops as the schools in which soldiers are trained to be deadly agents. He insulted the mayor of the town by referring to him with profane expressions. He urged those oppressed by the American system to get guns and to fight to secure their rights.

Bopper's speech made many of the people who attended the meeting quite angry. When police officers assigned to the meeting believed that Bopper might be in the process of creating a violent and explosive situation, they ordered Bopper to stop speaking. Bopper refused.

When Bopper attempted to resume his speech, police officers arrested and jailed him. The charge was disorderly conduct. Bopper was tried and convicted and served thirty days in jail.

After his release, Bopper argued that he had been denied his Constitutional right to practice free speech. Those who believed that his arrest was proper and his punishment just argued that Bopper was not using but abusing free speech.

WHO IS RIGHT? DID BOPPER HAVE THE RIGHT TO SAY WHAT HE DID? DID THE POLICE HAVE THE RIGHT TO ARREST HIM?

Discussion Starters

1. What did Bopper do in order to antagonize his audience?
2. Why do you believe Bopper behaved as he did?
3. Why did the police arrest Bopper?
4. In your opinion, to what degree, if any, was Bopper guilty of disorderly conduct?
5. Should the police have arrested Bopper? Justify your response.
6. Under what circumstances, if any, would Bopper's freedom of speech be limited?
7. Should people who don't believe in the American way of life or system of government be given the same freedom as those who do? Explain your response.

Guidelines in Teaching Values Clarification

The teacher should:

1. Follow the seven basic steps of the strategy.
2. Generate data; then analyze.
3. Assure students of privacy of responses, yet encourage sharing. The "I pass" technique should be utilized.
4. Allow activity to happen, then discuss (i.e. debrief).
5. Create a low threat or non-threatening situation.
6. Avoid moralizing or supplying the "right" answers.
7. Create a climate of acceptance.
8. Be non-judgemental.
9. Get involved in the process.
10. Integrate strategies with content.

Method #3 - Values Clarification

Teacher's Guide and Suggested Activities - Grades K-6

1. Values Grid
2. Public Interview
3. Interview Whip and Interview Chain
4. All About Me
5. Magic Box

TWENTY THINGS YOU LOVE TO DO

Purpose

An important question to ask in the search for values is, "Am I really getting what I want out of life?" A person who simply settles for whatever comes his way, rather than pursuing his own goals, is probably not living a life based upon his own freely chosen values. He usually ends up by feeling that his life is not very meaningful or satisfying. However, before we can go about building the good life, we must know what it is we value and want. This activity helps students examine their most prized and cherished activities.

Procedure

The teacher passes out paper and asks the students to write the numbers from 1 to 20 down the middle of the sheet. He then says, "And now will you please make a list of 20 things in life that you love to do."

To encourage the students to start filling out their lists, he might add, "They can be big things in life or little things." He may offer an example or two of his own. Or he might suggest, " You might think in terms of the seasons of the year for things you love to do."

The teacher also draws up his own list of twenty items, and as he reaches the end of his list, he might tell his students that it is prefectly all right if they have more than 20 items, or fewer than 20 items on their lists.

When the lists are done, the teacher tells the students to use the left-hand side of their papers to code their lists in the following manner:

1. A dollar sign ($) is to be placed beside any item which costs more than $3 each time it is done. (The amount could vary, depending on the group).
2. The letter A is to be placed beside those items the student really prefers to do alone; the letter P next to those activities he prefers to do with other people; and A-P next to activities which he enjoys doing alone or with other people.
3. The letters PL are to be placed beside those items which require planning.
4. The coding N5 is to be placed next to those items which would not have been listed five years ago.
5. The numbers 1 through 5 are to be placed beside the five most important items. The best loved activity should be numbered 1, the second best, 2, and so on.
6. The student is to indicate next to each activity when (day, date) it was last engaged in.

TO THE TEACHER

This strategy can be repeated several times throughout a year. It is a good idea to save the lists and compare them over a period of time.

Any more than five or six codings at one sitting generally overloads the circuits.

The teacher might see ways of making additional use of the lists. For example, he might ask his students to describe on paper or orally to a partner how they like to do the item they marked with the number 1. The student would tell with whom, at what time, under what circumstances, he likes to engage in the chosen activity.

Or the teacher might ask the student to choose one of the items on his list and then list privately, or discuss with a partner, five advantages, pleasures, gains, benefits, or satisfactions he gets from that activity.

A student might volunteer to write his list on the board, with the option to omit any items he'd rather not share. The teacher gives him a Public Interview based on his list.

I Learned Statements are an excellent follow-up to this strategy.

ADDITIONAL SUGGESTIONS

The teacher might want to add additional elements to the coding systems suggested above Here are some more suggestions that the teacher may use or adapt:

1. Use the letter R for those things on your list which have an element of RISK to them. It can be physical risk, emotional risk, or intellectual risk.
2. Put an I next to any item which involves INTIMACY.
3. Mark with an S any item which can only be done in one particular SEASON of the yea
4. Put the letters IQ next to any item which you think you would enjoy more if you were smarter.
5. Place the letter U next to any item you have listed that you think other people would tend to judge as UNCONVENTIONAL.
6. Put the letter C next to items which you think other people might judge as very CONVENTIONAL.
7. Use the code letters MT for items which you think you will want to devote increasingly MORE TIME to in the years to come.
8. Put the letters CH next to the things you have listed which you hope your own CHILDREN will have on their own lists someday.
9. Which items on your list do you feel nobody would conceivable REJECT you for loving? Code them with the letters RE.
10. Place the letters PU next to any items which you think a PURITAN would say are wastes of time.
11. Put an MI by any of your items which you would not be able to do if you moved 1,000 MILES south from where you now live.
12. Choose three items which you want to become really BETTER at doing. Put the letter B next to these items.
13. Which of the items that you put on your list would you want to see on a list made by the person you love the very most? Mark these items with an L.
14. Next to each item write the name of a person you want most to talk to about that specific item.

15. Write the letter F next to those items which you think will not appear on your list 5 years from now.

EITHER-OR FORCED CHOICE

PURPOSE

This exercise compels students to make a decision between two competing alternatives. "What characteristics do I identify with more - this or that?" In making their choices students have to examine their feelings and their self-concepts and values.

PROCEDURE

The teacher asks students to move the desks so that there is a wide path from one side of the room to the other. Then, the teacher asks an either-or question, like: "Which do you identify with more, a Volkswagen or a Cadillac?" By pointing or by actually posting the choice words on the two sides of the room he indicates that those who identify more with Volkswagens are to go to the one side and those who identify more with Cadillacs are to go to the other. Each student then finds a partner on the side he has chosen and discusses with him the reasons for his choice. Discussion should be limited to two minutes.

Everyone returns to the center of the room. Then the teacher gives another either-or forced choice, and the students again choose between the two alternatives by moving to the appropriate side of the room.

This may be repeated with five or six questions. The students should be instructed to find a new partner each time.

SAMPLE EITHER-OR CHOICES

ARE YOU

____________ 1. More of a saver or a spender?
____________ 2. More like New York City or Colorado?
____________ 3. More of a loner or a grouper?
____________ 4. More like a rose or a daisy?
____________ 5. More like breakfast or dinner?
____________ 6. More like summer or winter?

TO THE TEACHER

This is an excellent introductory exercise for a new group.

ADDITIONAL EXAMPLES

ARE YOU

____________ 1. More like a teacher or a student?
____________ 2. More yes or no?
____________ 3. More here or there?
____________ 4. More political or apolitical?
____________ 5. More religious or irreligious?
____________ 6. More like the country or the city?
____________ 7. More like the present or the future?
____________ 8. More of a leader or a follower?
____________ 9. More physical or mental?
____________ 10. More of an arguer or an agree-er?
____________ 11. More intuitive or rational?

__________ 12. More establishment or anti-establishment?
__________ 13. More like a tortoise or a hare?
__________ 14. More likely to walk on thin ice or to tiptoe through the tulips?
__________ 15. More like patent leather or suede?
__________ 16. More like a paddle or a ping pong ball?
__________ 17. More like an electric typewriter or a quill pen?
__________ 18. More like a falling star or a beacon light on a mountain?
__________ 19. More like a rock band or a baroque string quartet?
__________ 20. More like a clothes line or a kite string?
__________ 21. More like a "No Trespassing" sign or a "Public Fishing" sign?
__________ 22. More like a fly swatter or fly paper?
__________ 23. More like a roller skate or a pogo stick?
__________ 24. More like a file cabinet or a liquor chest?
__________ 25. More like a motorcycle or a tandem bicycle?
__________ 26. More like a gourmet or a MacDonald's fan?
__________ 27. More like a bubbling brook or a placid lake?
__________ 28. More like a screened porch or a picture window?
__________ 29. More like a mountain or a valley?
__________ 30. More like "A stitch in time" or "Better late than never?"

I WONDER STATEMENTS

PURPOSE

This rather simple but powerful strategy is designed to help students raise and verbalize questions that may have arisen in their minds. Most of the time, in school, students are called upon to make statements and answer questions. It is extremely important to give them ample opportunity to ask questions if we want to stimulate probing, critical attitudes.

PROCEDURE

Upon completion of a values activity or discussion, the teacher asks students to complete in writing sentences beginning with "I wonder," such as:

I wonder if.....
I wonder how come.....
I wonder about.....
I wonder why.....
I wonder whether.....
I wonder when.....

Then the teacher goes round and round the room calling on students to share one of their I Wonder Statements with the class. Any student may pass, of course. The teacher should participate, too, and might even start it off with an example or two of his own. There is no discussion of the questions raised since the goal is to stimulate inquiry.

TO THE TEACHER

If the interest following a values activity is really intense, you might want to start on the I Wonder Statements orally without allowing a writing period to perhaps detract from the mood.

Occasionally you will find that the first time around yields up only superficial question, but they usually become more powerful with each successive circle.

PERSONAL COAT OF ARMS

PURPOSE

Some of the most important questions which will result from values clarification activities are: "What am I doing with my live? Am I simply settling? Am I just reacting to others? Is my life making a difference?" This activity si an enjoyable way of helping students think about these questions.

PROCEDURE

The teacher either gives the students a facsimile of the coat of arms on the bottom of this page, or have them copy this coat of arms.

The student is to answer each of the following questions by drawing, in the appropriate area on his coat of arms, a picture, design or symbol.

1. What do you regard as your greatest personal achievement to date?

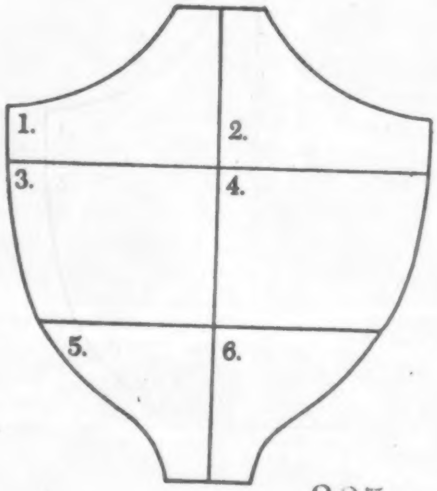
2. What do you regard as your family's greatest achievement?

3. What is the one thing that other people can do to make you happy?

4. What do you regard as your own greatest personal failure to date?

5. What would you do if you had one year to live and were guaranteed success in whatever you attempted?

6. What three things would you most like to be said of you if you died today?



TO THE TEACHER

Students are not to use words except in area number six.

Exphasize that art-work doesn't count. The drawings can be simple, incomplete, and even unintelligible to others, as long as the student knows what they express.

Other values questions may be substituted for these; for example:

1. What is something about which you would never budge?
2. What is something you are striving to become? Or to be?
3. What one thing would you want to accomplish by the time you are 65?
4. Draw three things you are good at.
5. What is a personal motto you live by?

Students may then share, in small groups, the drawings on their coats of arms, explaining the significance of the symbols. They may cover any drawing they would rather not share.

Posting the coats of arms and holding a gallery walk is another alternative.

NOTE TO THE TEACHER

SEVEN IMPORTANT ITEMS TO REMEMBER

1. A teacher leads a class discussion of a moral dilemma by asking appropriate questions which help to clarify the circumstances and to focus the discussion on moral reasoning.
2. The best discussion of a moral dilemma involves students doing most of the talking.
3. A teacher may not need to cover all of the optional dilemmas and the list of probe questions included in each lesson plan. It is possible to cover each step in the teaching process and facilitate a good discussion by only using the original dilemma and several questions.
4. It is not necessary for the teacher to identify stage-related student comments during a class discussion.
5. A class discussion of a dilemma should focus primarily on the moral aspect of the dilemma situation rather than the content or factual aspect.
6. Most of a class session should be devoted to the small group tasks, a general class discussion, and a closing technique.
7. Part of this experimental project involves an attempt to measure the usefulness of the teaching process. Therefore, review each step prior to teaching each moral development lesson.

K-12 Report Form: Use of the Moral Reasoning Strategy

Name______________________________________

School____________________________________

Grade__________________

1. I have taught the following dilemma:

   Name of dilemma:____
   Publisher (if any)____

2. What went well:

3. Problems:

4. Other Comments:

5. Would you like a building resource person to visit you at a mutually convenient time? Check appropriate ones below:

   ________ No, I can proceed well enough on my own for the time being.

   ________ Yes, I'd like to discuss this aspect of the K-12 curriculum. (Could be about materials, classroom strategy, etc.)

(Grade 7)

_________ I'd like to receive some self-instructional materials on Kohlberg's theory, the teaching strategy, other:

____.

6. I will teach another moral dilemma using this strategy sometime in the month of _________________________.

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